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ABSTRACT

This handbook addresses questions that school administrators may have about support assistance programs for new teachers. Following an introduction, the guide is organized into five sections. The first section describes the Elementary Secondary Education Act (ESEA) Chapter 2. Section 2 examines support needs of new teachers in critical shortage areas and addresses the implications of support systems based on the needs of new teachers from ethnically-diverse populations. The third section examines the role of central administration in addressing the need to support new teachers and discusses benefits which accrue to the school district when such programs are established. In the fourth section, roles of the principal, the support teacher, the new teacher, and university personnel are examined, and checklists on the roles of school personnel are presented. The final section presents summary recommendations for the establishment of support systems for new minority teachers and teachers in critical shortage areas. The following information is appended: a listing of project directors; detailed project profiles; data tables on support needs of new teachers; a discussion of conferences and publications; and a list of resources. (LL)

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CREATING SUPPORT SYSTEMS FOR NEW TEACHERS:
A Handbook for Campus Administrators Serving Diverse Student Populations

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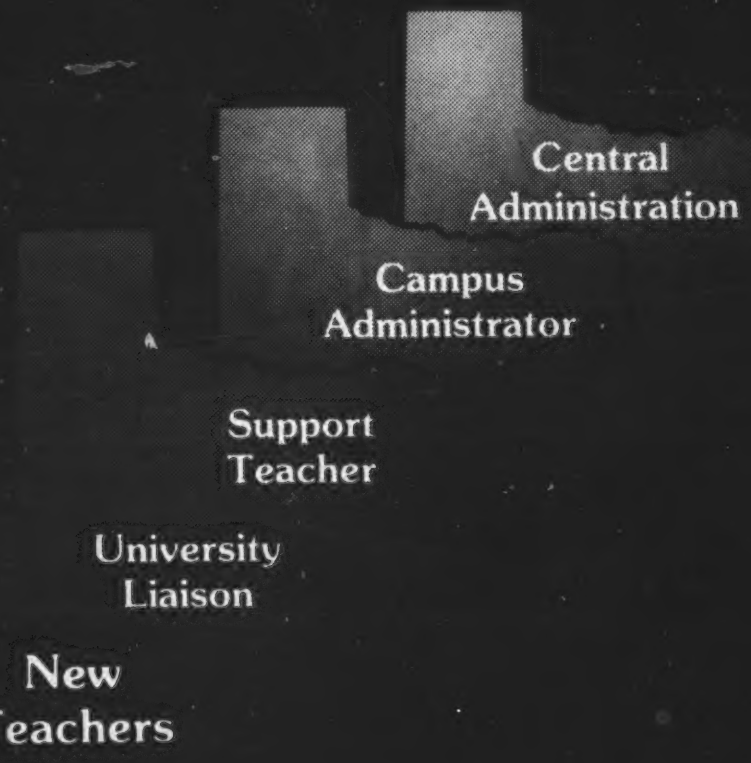

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Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Area Project

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CREATING SUPPORT SYSTEMS FOR NEW TEACHERS:
A Handbook for Campus Administrators Serving Diverse Student Populations

Developed By:

Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas Project

with

Texas Education Agency
Division of Teacher Education

Edited By:

Roy L. Johnson
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August 1991

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FOREWORD

The lack of minority teachers and teachers in critical shortage areas such as mathematics, science and bilingual education is a national dilemma. This dilemma will not be resolved until we make a genuine effort to value their contributions and commit the necessary resources to embark on a massive effort to recruit and retain these teachers. This undertaking is long overdue.

One example of the urgency of this matter is the low number of minority students entering the teaching profession. American universities confer approximately 100,000 bachelor's degrees on minority students in all disciplines. According to a recent study of the Task Force on Teaching as a Profession, of this total, fewer than 10 percent are in education. At the same time, the number of beginning minority teachers and teachers in critical shortage areas leaving the teaching profession continues to escalate. An extremely high attrition rate exists among certified bilingual education, mathematics and science teachers. The problem is multi-faceted and requires the combined efforts of the state education agency, school districts, universities and other education-related agencies.

This handbook opens the door for school districts to become active participants in this effort of recruiting and retaining minority teachers and teachers in critical shortage areas. It provides much needed assistance by discussing processes and strategies which key decision-makers at school districts may use immediately. This handbook is very useful particularly for the school administrator who is responsible for implementing an induction program for beginning teachers. Furthermore, it shares the results, successes and concerns from the staffs of the eight pilot projects which were specifically funded to address the retention of minority teachers and teachers in critical shortage areas.

The publication of this handbook is far from being an answer to this problem. It is, however, a beginning in the right direction.

Dr. José A. Cárdenas, Executive Director
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INTRODUCTION

RETAINING NEW TEACHERS: A NATIONAL DILEMMA

Becoming an effective teacher is a process that requires years of experience and dedication. Voicing a similar message, the California Department of Education, the Commission on Teacher Credentialing and the California New Teacher Project (1991) stated:

> New teachers do not emerge from their college/university preparation programs as fully formed professionals. They vary greatly in the skills and life experiences which they bring to the classroom. No matter how well trained, new teachers often suffer from a "reality shock" when faced with full responsibility for a classroom of students (p. 1).

The beginning teacher actually assumes the same job responsibilities as the teacher who has taught for 25 years and he/she must do so on the first day of the school year. It is no wonder that 30% of beginning teachers leave the profession within two years and 50% of beginning teachers in urban schools leave the profession within five years (Heyns, 1988). Summers' (1987) findings indicate that 26.5% of teachers leave teaching within two years and 62% do so within five years.

Any number of factors can cause difficulties for the beginning teachers: an inappropriate assignment, disruptive students, or culture shock in encountering students from different socio-economic, language and culture groups. In many instances beginning teachers lose self-confidence, experience extreme stress and anxiety and often question their own competence as teachers, and even as individuals (Hawk, 1984; Hidalgo, 1986-87; Calderón, 1990; and others).

In response to the teacher attrition problem, the State Board of Education, working in conjunction with the Texas Higher Education Coordinating Board, was directed by Senate Bill 994 (70th Legislature, regular session) to develop a comprehensive induction program for beginning teachers. In April 1991 the State Board of Education adopted the rule for the development of an induction program for beginning teachers.

The legislature has mandated an induction process for new teachers. Consequently, the local education agency (LEA) or independent school district (ISD) is responsible for allocating resources to meet the requirements of the law.

The rule as adopted by the State Board of Education in April 1991 reads:

§149.22 Induction Program for Beginning Teachers

Statutory Citation

Texas Education Code, §13.038 Teacher Induction.

"(a) The State Board of Education and the Coordinating Board, Texas College and University System, shall develop a comprehensive teaching induction program for the probationary period."

"(b) The induction program shall include a one-year period of teaching cooperatively supervised by experienced teachers, school administrators, and faculty of institutions of higher education.

Rule

(a) General provisions. Effective with the 1991-92 school year, all beginning teachers without any prior teaching experience earned in employment with an entity listed in 19 TAC §121.33 of this title (relating to Entities Recognized for Creditable Service) shall be assigned a mentor teacher.

(b) Induction training for beginning teachers. All beginning teachers shall participate in teacher orientation which may include specialized induction year program activities that are approved by the district for school year 1991-92.

The induction period is traditionally viewed as a trial period in which teachers are socialized into the norms of the profession. Houston and Felder (1982) recognized that "teachers must be inducted in the profession humanely, in ways that engender pride, openness, and increased professional competence and stature" (p.460). New teachers are often reluctant to seek help, relying on the "sink-or-swim" approach described by Lortie (1975). Gray and Gray (1985) report that, unless they are required to do so, 92% of new teachers do not seek help, except through informal sharing of experiences. This would argue for a structured, well-planned induction experience, designed to facilitate entry into the school, the district, and the profession. This crucial period in a teacher's career is too important to ignore. The need for successful teacher induction practices has become more critical as the demand for teachers increases, while at the same time record numbers of teachers are retiring or leaving the profession.

As an important step in stemming the tide of departure from teaching, the Texas Education Agency began a special two-year project, ENHANCING THE QUALITY AND RETENTION OF MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS, to investigate processes that would encourage beginning teachers to stay in the profession, especially those who were minorities or in critical shortage areas. Eight projects were funded in 1989 to establish programs to retain teachers. A ninth project was funded to oversee the eight local projects, to collect evaluation data across projects, and to publish the findings. These projects were provided Elementary and Secondary Education Act (ESEA) Chapter 2 discretionary funds for two school years.

RETAINING MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS: A GREATER DILEMMA

In 1980 minority teachers made up 12.5 percent of the national teaching force (Cole, 1986). It is estimated that minority teachers comprise 10 percent of the national force today, but only 8 percent of newly-hired teachers (AACTE, 1987). Predictions are that, if this downward trend continues, only 5 percent of the nation's teachers will be minorities by the year 2000 (Winkler, 1985; Gifford, 1986).

While the proportion of minorities in our nation's teaching force is decreasing, the proportion of minority students in our nation's schools is increasing. Twenty percent of today's school-age children are minorities (Chinn, 1987-1988). In Texas, during the 1990-91 academic year, the majority of the students enrolling in grades Pre-K through 12 were Black, Hispanic, Asian American, Native American and other ethnic minorities. (TEA, 1991)

Minority children will become the majority in schools in five states in the southwest by the year 2000 (Chinn, 1987-1988). Many of these minority children may be denied exposure to minority teachers during their school years, and thus will be deprived of successful professional role models in education and may be convinced that educational achievement is "off limits" to them. Non-minority children will also be denied exposure to competent minorities in professional roles, thus continuing the stereotypical notion that minorities do not achieve professional status.

The Association of School, College and University Staffing, Inc. (ASCUS) conducted a nationwide survey of teacher placement officers in 1988. The results showed that a teacher shortage exists in the following areas: bilingual education, special education, science and mathematics. (See Table 1)

Why is an ethnically diverse teaching force desirable? An ethnically diverse teaching force can be defined in two ways or from two different points of view. One definition is a teaching force that is proportionately representative in number to all those identifiable ethnic, racial and cultural groups present in the city, state and nation. This definition emphasizes ratios between the teaching force and the student population to promote ethnic and cultural diversity and balance. However, merely having representatives of ethnically diverse populations does not necessarily bring cultural diversity. A second definition focuses on the sensitivity, awareness and incorporation of a broad spectrum of cultures that represent today's pluralistic or multicultural society. This is a community of teachers that is sensitive to the characteristics and learning styles of all the students in a particular school.

An ethnically diverse teaching force is desirable for the following reasons:

1. Minority students need role models. Educators and community members most frequently cite this as the reason why minorities are needed in the teaching profession.

2. Minority teachers bring additional insights and perspectives to the job of teaching. Minority teachers may be more sensitive or more tuned in to the needs of minority students and less likely to misinterpret cultural differences as learning problems. With increasing numbers of minority students entering Texas schools each year, the teaching force can only be strengthened by infusing teachers who bring with them ethnic and cultural diversity.

3. All students regardless of their ethnic and cultural background benefit from having teachers who represent today's pluralistic society. If students are to be prepared for the real world, they need exposure to teachers who represent a larger society. Without an ethnically diverse teaching force, students' awareness and experiences are limited and their ability to interact with all segments of society is severely restricted.

4. An ethnically diverse teaching force can bring stability to the staffing of schools in some regions that have traditionally experienced high teacher turn-over rates. Many districts that serve large percentages of minority students have had to resort to recruiting in far-away places to staff their classrooms. Many of these incoming teachers experience culture shock and soon leave the district to return home, thus further contributing to the high teacher turn-over rate. Teachers from the same ethnic and cultural backgrounds as the student population are more likely to adjust to teaching in such settings and are more likely to remain in their teaching positions longer. For these reasons, the infusion of additional minority teachers can have a positive influence on the stability of staffing in Texas.

Table 1
Relative Demand by Teaching Area
Continental United States
1988

Teaching Fields	Mean Ratings
Bilingual Education	4.35
Special Education ED/PSA	4.33
Special Education-LD	4.26
Special Education-Multi Handicapped	4.26
Special Education-MR	4.15
Science-Physics	4.01
Mathematics	4.00
Speech Pathology/Audio	4.00
Science-Chemistry	3.96
Special Education-Deaf	3.91
Computer Science	3.79
Special Education-Gifted	3.74
Data Processing	3.59
Modern Language-Spanish	3.59
Psychologist (school)	3.57
Library Science	3.56
Science-Earth	3.52

(*Rating scale from 1.00 low to 5.00 high).
Teaching fields with considerable teacher shortages = means from 5.00-4.25. Teaching fields with some teacher shortage = means from 4.24-3.45. Source: 1988 Teacher Supply/Demand, ASCUS.

PURPOSE OF THIS HANDBOOK

This handbook is designed to address questions that campus administrators may have about support assistance programs for new teachers. It has been developed by those who have actually helped to define, to refine, and to deliver support services to new teachers. It presents a compilation of what has been learned through the eight projects, "Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas".

The terms new teacher, beginning teacher and first-year teacher will be used interchangeably throughout this document. The terms "support teachers" and "experienced teachers" are used in lieu of "mentor teachers" so as to differentiate between this training program and the induction program. However, in the section making recommendations for policy-makers the term "mentor teachers" is used to assure that policy-makers in education and the legislature are speaking the same language.

Organization of this Handbook

This handbook is organized into five major sections. The first section describes the ESEA Chapter 2 pilot projects designed to respond to the need of providing support assistance programs to new teachers. It summarizes the purpose, objectives and major activities of the projects.

The second section examines the support needs of new teachers and teacher in critical shortage areas. It addresses the implications of support systems based on this needs of new teachers from ethnically-diverse populations. The information in the section adds to the body of research on support assistance needs of new teachers.

Section three examines the roles of central administration in addressing the need to support new teachers at the school district level. It discusses how the district benefits from establishing support systems for new teachers and it presents recommendations for central administrators in establishing new teacher support systems.

The fourth section discusses the role of campus personnel in addressing the need to establish support systems for new teachers. It examines the roles of the principal, the support teacher, the new teacher and university personnel. Checklists on the roles of campus personnel are also presented.

The fifth section presents summary recommendations for the establishment of support systems for new minority teachers and teachers in critical shortage areas.

Additionally, a reference listing and an appendices section is included. The following information is included in the appendices: a listing of project directors, detailed project profiles, data tables on support needs of new teachers, a discussion of conferences and publications, and a listing of resources.

ESEA CHAPTER 2 PILOT PROJECTS: AN EFFORT TO RESPOND TO THE DILEMMA OF RETAINING NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS

Texas is losing it's teachers! New teachers, minority teachers, math and science teachers, and others are leaving the profession. The Texas Education Agency is grappling with this problem, not just because it is a current dilemma, but because all indicators suggest the problem is worsening. In 1992, there will be a new group of teachers that will have had significantly less pedogogical training. Though they will presumably be better prepared in their respective content areas, they will in fact have had minimal experience and preparation in the act of teaching. This will aggravate the on-going problem new teachers face in adjusting to the difficult task of teaching in our public schools. While there are some publications available with information on how to assist the beginning teacher, very little has been researched and documented on the topics that relate to specific populations.

As an important step in stemming the tide of departure from teaching, the Texas Education Agency began special short-term targeted assistance programs to investigate processes that would encourage beginning teachers to stay in the profession, especially those who were minorities or in critical shortage areas. Eight projects were granted ESEA Chapter 2 federal funds for the 1989-90 and 1990-91 school years to establish programs to retain teachers. Each local project focused on programs of training, professional development and assistance for beginning teachers who were minorities or in critical shortage areas. A ninth project was funded to oversee the eight local projects, to collect evaluation data across projects, and to publish the findings. (See the appendices for a listing of project directors and for detailed project profiles).

The purpose of the projects entitled "Enhancing the Quality and Retention of Minority Teachers and Teachers Critical Shortage Areas" was to design, implement and evaluate training programs with follow-up assistance activities for support teachers and new minority/critical shortage area teachers. The project had the following three major goals:

1. Design and implement a training program with a follow-up support system for enhancing the quality and retention of first year minority/critical shortage areas beginning teachers and support teachers.

2. Design and implement a support network and a dissemination system for continued refinement and implementation of the program to improve instruction and continuous professional growth.

3. Document and study the implementation of the training/follow-up support program and the effects of that program and its products on minority/critical shortage new teachers and their support teachers.

The major objectives across the eight local projects included the following:

1. Design and implement an assistance support program for experienced teachers and first year minority/critical shortage teachers.

2. Develop capacity building through the training components.

3. Develop materials for the project's activities.

4. Establish a collaborative network among project participants, institutions of higher education, education service centers, local educational agencies, and professional education associations and disseminate the project's information.

5. Measure the impact and effectiveness of all activities and resulting products.

Figure 1 graphically presents the managerial and supervisory relationship shared by the Texas Education Agency, the overall project manager/evaluator (IDRA) and the eight local projects. Figure 2 graphically presents the managerial and supervisory relationship between the overall project manager/evaluator (IDRA) and the eight local projects.

Summary statements regarding the teacher support and retention projects include the following:

- Each project and the over-all management and evaluation effort received relatively small grants. The average grant was $45,000 the first year and $35,000 the second year.

- Each local project followed its own unique configuration of activities to motivate teachers to stay in the profession and at their particular assignment.

- The projects encompassed a wide geographic spread: El Paso, Richardson, Denton, Houston, Edinburg, Laredo and San Antonio.

- The sponsoring agencies varied: Three were local independent school districts, three were universities, one was an education service center, and one was a non-profit organization.

- The local independent school district projects had a single-district focus while the others involved two or more school districts.

- Some projects kept the original Request-For-Proposal title, "Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas" (Education Service Center-Region X, Richardson; IDRA, San Antonio; Edinburg ISD); others were entitled: "A Teacher Conservation Project" (Houston); "Project Reach Out" (Ysleta); "Support Teacher Training Project" (Laredo State University); "Teacher Retention Project" (University of North Texas); and "Far West Texas Support Teacher Training Project" (University of Texas at El Paso).

FIGURE 1: MANAGERIAL AND SUPERVISORY RELATIONSHIP BETWEEN THE TEXAS EDUCATION AGENCY, THE OVERALL PROJECT MANAGER/EVALUATOR AND LOCAL PROJECTS

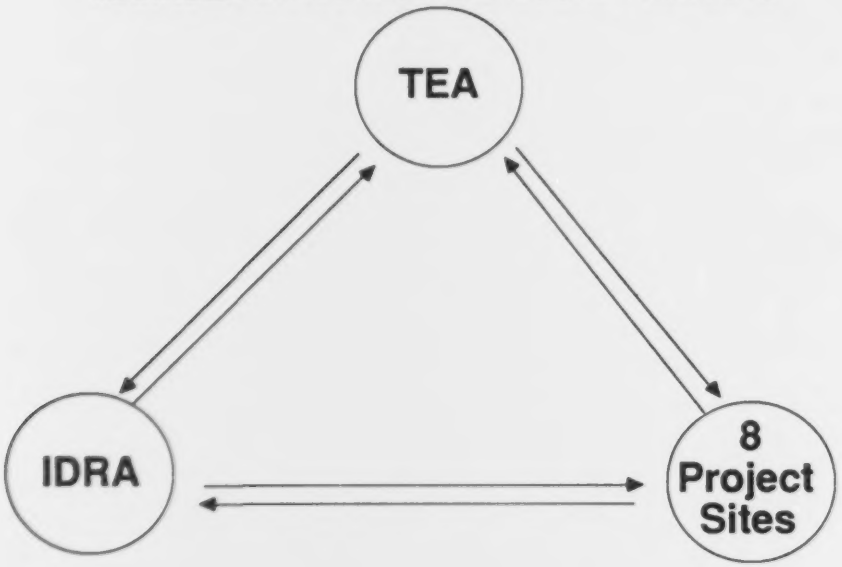
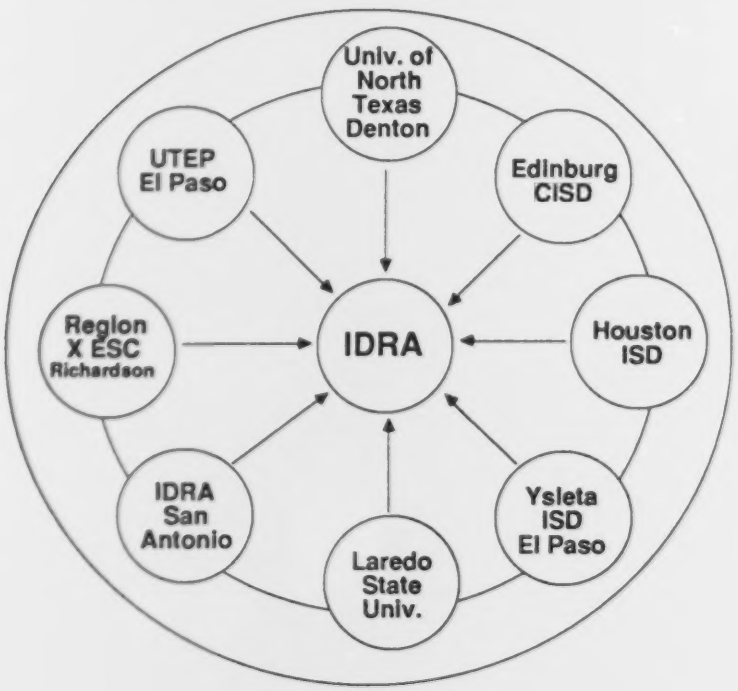


FIGURE 2: MANAGERIAL AND SUPERVISORY RELATIONSHIP BETWEEN THE OVERALL PROJECT MANAGER/EVALUATOR AND LOCAL PROJECTS



- Six of the eight project directors were women and two were men; six were Hispanic and two were Black.

- Each project selected experienced teachers to assist beginning teachers. Training and assistance were provided to both the support and the beginning teachers. The process was documented and assessed.

- Eight hundred twenty-eight (828) first-year teachers participated in the project during Year 1. Of this number 63% were female, 19% were male and data was unavailable for 18%; 20% were Hispanic, 17% were Black, 43% were White, less than 1% were other, and data was unavailable for 39%.

- Eight hundred seventy-one (871) experienced support teachers participated in the project during Year 1. Of this number 57% were female, 6% were male, and data was unavailable for 36%; 19% were Hispanic, 18% were Black; 24% were White, less than 1% were other, and data was unavailable for 39%.

- In the second year, projects drew on the experience of first-year participants who in many cases served as trainers.

- Quarterly meetings were structured to keep the participants up-to-date with emerging experiences in the various projects, and to elicit maximum participation, exchange of information, focused problem-solving, and analysis.

- Data was collected across all projects and evaluation results were reported in separate documents.

During the two-year lifespan of these eight projects, there were three major conferences, which included significant representation from all eight sites. One of the major purposes of these conferences was to present information and experiences as they emerged to a broader audience. The audience was made up of teams assembled by each project and included the project director, project participants, university and public school educators and community representatives. The design and discussion structure was unique and different for each quarterly meeting and conference. In addition to the individual project reports, information was documented to provide insight across projects.

All three conferences had a participatory structure, and each of the three had unique goals and foci. The first of the three conferences had the broad agenda of addressing the recruitment and retention of minority teachers. Four major discussion groups were formed and focused on the recruitment, preparation, induction, and retention of teachers. The first conference produced two publications: The Journal of Teacher Education and Practice and Monograph on Achieving An Ethnically-Diverse Teaching Force.

The second and third conferences showcased the eight projects with exhibits and panel presentations. Continuing the participatory approach, the second conference utilized a force-field analysis. After attending one of three panels describing a cluster of the projects, participants joined one of four simultaneous working groups. The third conference allowed an opportunity for all participants to obtain information about all eight projects. Discussion groups then allowed participants to do a detailed comparison and contrast of the eight projects. Since the eight projects were developed using the best and most recent thinking, and were tested for success in retaining minority and critical shortage area teachers, participants reflected on the processes and results of program implementation.

There is a growing body of research-derived knowledge about the conditions for effective teaching and the factors that affect the recruitment and retention of teachers. The need for current empirical evidence for critical shortage and minority teachers is vital to current research. These projects aim to translate current experiences and findings so that government policy advances classroom practice. The commitment is to help policy-makers design solutions that can be implemented realistically by legislation or policy. A central concern is to ensure that scarce public resources are not squandered on schemes that are unlikely to achieve their intended effects. To accomplish these ends, these projects:

1. Assessed the need for support/assistance program for beginning teachers;

2. Designed, implemented, and evaluated support/assistance programs at the local and state level;

3. Helped policy-makers and educators anticipate the problems and opportunities that they will face in the future as they plan, develop and implement support programs;

4. Provided state, local, and national policy-makers with informed, impartial analyses;

5. Facilitated the transfer of knowledge from one school district to others; and

6. Disseminated ideas and findings that hold promise for the recruitment and retention of minority and critical shortage area teachers.

The publications produced on project findings outline the rationale and structure for the replication of these projects, summarize the key findings across projects, suggest policy recommendations, and include a list of obstacles, concerns and pitfalls. This information will assist policy-makers at the local, state, and national levels as they seek to ensure an adequate supply of highly qualified teachers for the nation's and the state's schools.

SUPPORT NEEDS OF MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS

Research at both the national level and the regional level indicates that the racial/ethnic composition of the student population and the teacher population is drawing increased attention and concern. Some researchers report that demographic data at the regional level and the national level shows that minorities comprise from 30 percent to 50 percent of the school-aged population in public schools (Hodgkinson, 1985-1986). In the state of Texas it is reported that for the first time, at the kindergarten and first grade levels, minorities -- Hispanics, Blacks, Asian Americans and Native Americans -- are the majority of the students enrolled in public schools (Texas Education Agency, 1988). According to data from the March 1984 Current Population Survey, U. S. Bureau of the Census, about 12.6 percent of teachers are members of minority groups and about 87.4 percent of teachers are non-minority. Another 1987 study by the National Education Association showed that 89.7 percent of public school teachers are "Anglos".

Teachers from minority groups comprise about 10 percent of the college-educated non-teaching workforce as compared to about 12.6 percent of the teaching workforce (U.S. Bureau of the Census, Current Population Survey, 1984). Compared to their representation in the general population of college-educated workers, minority teachers in public schools appear to be somewhat overrepresented. Data regarding teacher preparatory programs however reveal that fewer minorities are enrolled in teacher education programs in colleges and universities.

The demographic disparity between the racial/ethnic composition of the teaching force and the racial/ethnic composition of the student population indicates a need to develop awareness and understanding of different cultural backgrounds. Many public school teachers will be teaching students whose ethnic and cultural backgrounds will be different from their own (Wiseman, Larke and Bradley, 1989). To ensure that new teachers will be able to work with all students, the support assistance (induction) program should contain or consider the implementation of a component on developing the awareness and understanding of different ethnic and cultural groups. Each of the eight projects implemented training activities pertaining to the learning needs and styles of diverse student populations in their project designs.

In developing a support assistance program for new teachers, program implementors must determine the specific needs of these teachers so that relevant support can be provided. In recent years much research has been conducted to identify the perceived and actual needs of beginning teachers. Veenman, in a 1984 descriptive study using interviews and questionnaires to determine the levels of assistance needed in the first year of teaching, rank ordered the following perceived needs of new teachers:

- Guidance and support in disciplining students;
- Motivating students;
- Dealing with individual difference of students;
- Assessing student's work (grading);
- Relating to parents;
- Organizing classwork; and
- Obtaining materials and supplies.

Odell (1986, 1987) expanded the research and professional understanding of support needs of new teachers by conducting direct observations of new teacher needs during their first year of teaching. Through the integration of observational data and previous research findings of Veenman (1984), Odell (1986, 1987) derived a rank order of new teacher needs which consists of the following:

- Ideas about instruction;
- Personal and emotional support;
- Advice on resources and materials for teaching;
- Information on school district policies and procedures;
- Ideas for additional techniques on classroom management.

This section of the publication addresses implications of support systems based on the needs of new teachers from ethnically-diverse populations and various critical shortage areas. New teachers have a wide range of needs as is apparent from research on the support assistance needs of new teachers. Though there is a growing volume of research on the needs of new teachers, there is a lesser, if not non-existent, amount of information available on the needs of beginning teachers from ethnically diverse backgrounds. The information provided in this section will add to the body of research on the support assistance needs of first-year teachers from different ethnic origins.

Support assistance by experienced support teachers to beginning teachers should be based on the identified needs of beginning teachers. Through her research on support assistance for beginning teachers, Odell (1986, 1987) has identified the following categories of support as most appropriate for new teachers:

1. Systems information--giving information related to procedures, guidelines, and expectations of the school district;

2. Mustering of resources--collecting, disseminating, or locating materials or other resources;

3. Instructional information--giving information about teaching strategies or the instructional process;

4. Emotional support--offering support by listening empathetically and sharing experiences;

5. Advice on student management--giving guidance and ideas related to discpline and managing students;

6. Advice on scheduling and planning--offering information about organizing and planning the school day;

7. Help with the classroom environment--helping arrange, organize or analyze the physical setting of the classroom;

8. Demonstration teaching--teaching while the new teachers observes (preceded by a conference to identify the focus of the observation and followed by a conference to analyze the observed teaching episode);

9. Coaching--critiquing and providing feedback on the beginning teacher's performance; and

10. Advice on working with parents--giving help or ideas related to conferencing or working with parents.

The research findings presented in this section focus on the problem/need areas of new teachers at or near the beginning of the school year (after approximately two months of teaching). New teachers and support teachers from across the eight projects were surveyed as to the extent of problems that first-year teachers faced during the school year. The evaluation sample consisted of 175 new teachers and 189 support teachers who were surveyed during the 1989-1990 program year. The ethnic/racial composition of the first-year teacher sample consisted of 75 Hispanic, 28 Blacks, 69 Whites and 3 Others. The teaching assignments of the first-year teacher sample consisted of 80 self-contained classroom teachers, 37 bilingual education teachers, 12 ESL teachers, 7 math teachers, 3 special education teachers, 3 science teachers and 33 teachers assigned to other subject areas. The specific questions guiding the research included the following:

1. What were the major problems as perceived by new teachers of different ethnic origins?

2. What were the major problems as perceived by new teachers in different teaching assignments?

3. What were the major problems of new teachers as perceived by support teachers?

Participants were asked to rate problems most commonly encountered by new teachers. The extent of the problem was rated on a five-point scale consisting of the following: 1 - Not a Problem; 3 - A Problem; and 5 - A Major Problem. For the purposes of analysis, ratings from "3" to "5" were aggregated to assess those areas in which new teachers reported a problem/major problem.

WHAT WERE THE MAJOR PROBLEMS AS PERCEIVED BY NEW TEACHERS OF DIFFERENT ETHNIC ORIGINS ?

New teachers have a number of needs and face many problems during their first year of teaching. As part of the evaluation methodology, new teachers were asked to rate the extent of the problems they faced near the beginning and end of the school year. Information is presented below on the problems faced by first-year teachers from three major ethnic origins (Hispanic, Black and White) near the beginning of the school year. (See Appendix C for more detailed data tables).

Perceptions of the Total Group. The total evaluation sample of new teachers from the eight project sites consisted of 175 individuals. New teachers were asked to determine the extent of the problems they faced at the beginning of the school year (or after approximately two months of teaching). Based upon the findings across the eight projects, the top ten problems perceived by new teachers (based on mean ratings of the extent of the problem) included the following:

1.0	Amount of paperwork	(3.46)
2.5	Managing teacher time	(2.95)
2.5	Lack of personal time	(2.95)
4.0	Classroom management	(2.69)
5.0	Lack of adequate materials/equipment	(2.66)
6.0	Lack of opportunities to observe teaching demonstrations	(2.52)
7.0	Non-involved students	(2.47)
8.0	Parent cooperation	(2.45)
9.0	Effective teaching practices	(2.32)
10.0	Grading students	(2.29)

Perceptions of Hispanic First-Year Teachers. At or near the beginning of the school year, the rank order of the top ten problem areas faced by Hispanic first-year teachers included the following:

1.0	Amount of paperwork	(3.44)
2.0	Managing teacher time	(2.89)
3.0	Lack of personal time	(2.77)
4.0	Lack of adequate materials/equipment	(2.66)
5.0	Classroom management	(2.61)
6.0	Lack of opportunities to observe teaching demonstrations	(2.44)
7.0	Non-involved students	(2.43)
8.5	Parent cooperation	(2.41)
8.5	Effective teaching practices	(2.32)
10.0	Grading students	(2.32)

Perceptions of Black First-Year Teachers. The rank order of the top ten problems faced by Black first-year teachers who participated in the support assistance programs are rank ordered as follows:

1.0	Amount of paperwork	(3.29)
2.0	Managing teacher time	(3.11)
3.0	Lack of personal time	(2.82)
4.0	Lack of adequate materials/equipment	(2.46)
5.5	Classroom management	(2.36)
5.5	Parent cooperation	(2.36)
7.5	Lack of opportunities to observe teaching demonstrations	(2.18)
7.5	Non-involved students	(2.18)
9.0	Emotional support	(2.06)
10.5	Grading students	(2.04)
10.5	Administrator support	(2.04)

Perceptions of White First-Year Teachers. At or near the beginning of the school year, the rank order of the top ten problem areas of White first-year teachers who participated in the support assistance programs included the following:

1.0	Amount of paperwork	(3.57)
2.0	Lack of personal time	(3.17)
3.0	Managing teacher time	(2.97)
4.0	Classroom management	(2.96)
5.0	Lack of opportunities to observe teaching demonstrations	(2.74)
6.0	Lack of adequate materials/equipment	(2.68)
7.0	Non-involved students	(2.64)
8.0	Parent cooperation	(2.52)
9.0	Motivating students	(2.49)
10.0	Systems information	(2.38)

WHAT WERE THE MAJOR PROBLEMS OF NEW TEACHERS BY TEACHING ASSIGNMENT?

As previously mentioned new teachers were assigned to teach various subject areas. Many of these teachers were assigned to teach in critical shortage areas such as bilingual education, ESL, mathematics, science and special education though many were also assigned to self-contained classrooms. Problems faced by teachers who are assigned to these critical subject areas are presented below. (Due to their small number in the sample, information is not provided for special education and science teachers).

Perceptions of First-Year Self-Contained Classroom Teachers. The rank order of the top ten problem areas faced by self-contained classroom teachers include the following:

1.0	Amount of paperwork	(3.38)
2.0	Managing teacher time	(3.04)
3.0	Lack of personal time	(2.90)
4.0	Classroom management	(2.71)
5.0	Lack of adequate materials/equipment	(2.53)
6.0	Non-involved students	(2.36)
7.0	Lack of opportunities to observe teaching demonstrations	(2.43)
8.0	Parent cooperation	(2.32)
9.0	Emotional support	(2.30)
10.0	Effective teaching practices	(2.21)

Perceptions of First-Year Bilingual Education Teachers. The rank order of the top ten problems faced by first-year bilingual education teachers at the beginning of the school year included the following:

1.0	Amount of paperwork	(3.76)
2.0	Lack of personal time	(3.22)
3.0	Managing teacher time	(3.08)
4.0	Lack of adequate materials/equipment	(2.97)
5.0	Lack of opportunities to observe teaching demonstrations	(2.83)
6.0	Classroom management	(2.76)
7.0	Grading students	(2.73)
8.0	Parent cooperation	(2.68)
9.5	Systems information	(2.57)
9.5	Effective teaching practices	(2.57)

Perceptions of First-Year ESL Teachers. At the beginning of the school year, the rank order of the top ten problem areas faced by first-year ESL teachers included the following:

1.0	Amount of paperwork	(3.67)
2.5	Effective teaching practices	(3.50)
2.5	Lack of opportunities to observe teaching demonstrations	(3.50)
4.0	Lack of personal time	(3.17)
5.5	Managing teacher time	(3.00)
5.5	Constructive feedback on teaching	(3.00)
7.0	Classroom management	(2.92)
8.0	Systems information	(2.83)
9.0	Lack of adequate materials/equipment	(2.82)
10.0	Parent cooperation	(2.50)

Perceptions of First-Year Mathematics Teachers. The rank order of the top ten problem areas faced by mathematics teachers at the beginning of the school year include the following:

1.0	Amount of paperwork	(3.86)
2.5	Classroom management	(3.57)
2.5	Managing teacher time	(3.57)
4.0	Non-Involved students	(3.43)
5.5	Motivating students	(3.29)
5.5	Lack of adequate materials/equipment	(3.29)
7.0	Lack of personal time	(3.14)
8.0	Grading students	(2.71)
9.0	Effective teaching practices	(2.67)
10.0	Parent cooperation	(2.57)

WHAT WERE THE MAJOR PROBLEMS OF NEW TEACHERS AS PERCEIVED BY SUPPORT TEACHERS?

Support teachers were asked to rate the extent of problems faced by first-year teachers. The total evaluation sample consisted of 189 individuals across the eight sites. (See Appendix C for more detailed information on support teacher perceptions). Based upon the perceptions of support teachers, the top ten problems faced by new teachers at or near the beginning of the first year of teaching included:

1.5	Amount of paperwork	(2.93)
1.5	Lack of opportunities to observe teaching demonstrations	(2.93)
3.0	Classroom management	(2.79)
4.0	Managing teacher time	(2.60)
5.0	Lack of personal time	(2.55)
6.0	Systems information	(2.54)
7.0	Constructive feedback on teaching	(2.51)
8.0	Non-involved students	(2.48)
9.0	Effective teaching practices	(2.40)
10.0	Lack of adequate materials/equipment	(2.38)

ROLE OF CENTRAL ADMINISTRATION IN ADDRESSING SUPPORT NEEDS OF NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS

The central administration must take an active role in facilitating the creation of beginning teacher support systems in the district, and more specifically, at the campus sites. Support from the Board of Trustees must be solicited to establish district-wide policies in order to make new teacher support one of the district's priorities. Support systems may be built around the school district's staff development program and in collaboration with the personnel department. This section describes various interventions that central administrators need to provide in order to contribute to the support of beginning teachers.

HOW WILL THE DISTRICT BENEFIT FROM ESTABLISHING SUPPORT SYSTEMS FOR NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

By creating beginning teacher support systems, a variety of benefits listed below may be attained for the district, its teachers and students:

- Increased retention of minority teachers and teachers in critical shortage areas such as bilingual education, mathematics and science thus resulting in reduced recruitment efforts and costs;
- Improved quality of beginning teacher performance in critical shortage areas;
- Increased effective learning opportunities for students with special needs;
- Increased opportunities for all teachers to come together in collegial groups, assume more complex roles, and reflect together on their work;
- Strengthened credibility of beginning teachers among parents, specifically minority parents of students whom they teach;
- Continuous and lasting professional growth among all teachers -- beginning and experienced; and
- Enhanced confidence, satisfaction, and commitment to the teaching profession.

WHAT IS THE ROLE OF THE CENTRAL ADMINISTRATION REGARDING ITS RESPONSIBILITIES TO NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

The role of the central administration is to positively impact decision making in three major areas:

1. Recommendations to policy-makers in support of beginning teacher assistance programs for beginning minority teachers and teachers in critical shortage areas.

2. Recruitment, selection, and assignment of beginning minority teachers and teachers in critical shortage areas.

3. Professional development activities for these beginning teachers and training for support teachers.

Recommendations to Policy-Makers

General recommendations to policy-makers include the following:

- Provide times in the schedule (e.g., same planning period) when both support teachers and new teachers are free to work together.

- Require fewer non-instructional responsibilities of both support teacher and new teachers. (First-year teachers are pressured by the demands of a new teaching assignment including; learning new procedures, policies, and routines; teaching a new curriculum; settling into a new personal way of life, often after a move; and many other new and often stressful experiences.)

- Structure the demands of teaching to minimize support teachers' responsibilities, particularly during the first day of school.

- Schedule periods during the year for new teachers to observe support teachers and for support teachers to observe new teachers, followed by time for feedback. (Arrangements should be made so that several times each semester support teachers are able to observe their new teachers and their new teachers can observe their support teachers for more effective support.)

- Provide adequate funding to compensate support teachers for providing formal assistance to new teachers.

Specific recommendations to policy-makers include the following:

- Establish a Policy Committee to regulate the assistance program for new teachers. (It should include teachers, administrators, and university personnel with a majority of classroom teachers. Within the policy committee establish a subcommittee to address issues associated with programs for new minority teachers and teachers in critical shortage areas. These critical shortage areas could change from year to year. It may include Education Service Center (ESC) personnel and community members.)

- Create a district-level position to coordinate new teacher support activities. (This district level person should become familiar with the special needs of the teachers in critical shortage areas.)

- Establish criteria for the selection of mentor teachers in critical shortage areas.

- Make financial investments in support teacher training programs in order to overcome the barriers encountered by new teachers in critical shortage areas and help them meet their needs and goals.

Recommendations for Recruitment, Selection, and Assignment

Beginning teacher support systems must be initiated even before the teacher is given his/her assignment. The personnel department's recruitment program needs to consider the following recommendations:

- Conduct special efforts to contact potential teachers in critical shortage areas such as attending national and state teacher conferences, and setting up recruitment booths.

- Advertise in journals which address minority related teacher issues and make the district's opportunities and expectations for participation in beginning teacher support systems known in applications, interviews, and contract discussions.

- Collaborate with college and universities in field experiences and on staffing needs of the district. (Invite and stress to colleges and universities the need to send minority teachers to do practice teaching; observations, etc.)

- Permit and encourage universities to be involved with schools that effectively serve culturally diverse populations. (Encourage universities to include in their training effective strategies for addressing the needs of culturally diverse populations.)

- Fund and organize support systems for beginning teachers that focus on identifying and selecting as support teachers only the most effective teachers who are sensitive to multicultural issues.

- Exercise care in placing beginning teachers in classes with diverse student populations. (Rather than being assigned only difficult classes -- all at-risk students, excessive number of discipline problems -- beginning teachers should have well balanced teaching loads.)

- Schedule school time for sharing lesson plans between experienced support teachers and new teachers, thus providing an opportunity for exchange, as well as alleviating paper work pressure on these teachers.

- Set guidelines for new teacher assignments that:

  - avoid combination classes
  - limit the number of lower achieving students

- limit extra duty assignments
- minimize the number of preparations
- match the teacher's experience with the grade of subjects to be taught
- balance the assignment of students with special needs
- avoid requiring new teachers to travel from one room or one school to another; and

- Provide a team or committee of teachers to help facilitate networking of beginning teachers to provide feedback, support, and assistance in refining techniques, learning new skills, and problem solving.

Provide Professional Development

It is critical that special consideration be given to the planning and delivery of professional development opportunities for beginning minority teachers and teachers in critical shortage areas. Recommendations for providing professional development include the following:

- Provide on-going staff development for teachers that includes cognitive, cultural, linguistic, and effective dimensions of teaching.

- Emphasize outcomes in staff development for teachers and principals and provide needed resources to implement strong programs.

- Include a cultural awareness sensitivity training component and require beginning teachers to prepare to instruct culturally diverse student populations.

- Offer inservice education that helps beginning teachers adjust to the new environment and student population, particularly for new teachers from ethnically different parts of the country. (Universities should participate in such inservice education.)

- Inform all site administrators of the scheduled district support activities for beginning teachers and ask that they support the commitment by not scheduling site activities at the same time.

- Use ideas and feedback from those who have opportunities to observe beginning teachers and who are familiar with their needs, such as site level principals, support teachers and teachers with one or two years of experience.

- Collaborate with a college or university to arrange credit for attendance at beginning teacher workshops or inservice activities.

- Train beginning teachers in the evaluation (approval) process in order to reduce the anxiety they must feel.

WHAT DOES CENTRAL ADMINISTRATION NEED TO KNOW TO SUPPORT NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

Central administration needs to take the leadership role in providing beginning teachers with a sense of professional rootedness and community. They need to offer support systems that will help beginning teachers endure the hardships of their first years of teaching. To do this, districts should consider the following:

- Acquire support from experienced staff about the needs and ways to retain new minority teachers and teachers in critical shortage areas.
- Provide information and emotional support to new teachers.
- Recognize and validate experienced support teachers.
- Refer to current research on new teacher development as it relates to minority teachers and teachers in critical shortage areas.
- Provide new teachers with assistance in classroom management strategies, organizational techniques, discipline, curricular and instructional planning, assessment of student work, and establishment of professional relationships with other teachers.
- Become familiar with various delivery systems proven to be effective, e.g. school site teams, grade/subject teams, one-on-one pairing with experienced teachers, targeted staff development activities, and peer coaching.
- Help minimize an already heavy burden during the first year of teaching by reducing expectations for auxiliary duties and additional professional development.
- Customize staff development activities to meet the specific needs of new teachers.
- Ensure that new teachers are aware of state curriculum frameworks and their relationship to district curriculum guides.
- Take into account site level activities so that new teachers receive an integrated program and are not over-extended when planning district support activities for new teachers.
- Allow campuses more flexibility in programs and scheduling.
- Advocate for a modification in the current teacher evaluation system to reduce the threatening and counterproductive aspects of the career ladder process.

HOW DOES CENTRAL ADMINISTRATION OVERCOME OBSTACLES TO SUPPORT NEW TEACHERS MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

To overcome obstacles to the support of new minority teachers and teachers in critical shortage areas, the following recommendations are offered to central administration:

- Begin as early as the elementary school to promote the possibility of teaching as a career for children of diverse backgrounds.
- Work with universities in on-campus career exploration to explore educational careers.
- Be a positive role model, encouraging persons of all ethnic groups to become teachers, and demonstrating love of teaching and idealism that has led educators to their profession.
- Begin networking systems that bring various diverse ethnic and cultural populations together as support groups for both teachers and students.
- Set short term and long term goals to complement the vision of an ethnically diverse teaching force.
- Communicate with parents and community the rationale of maintaining an ethnically diverse staff.
- Secure support from teachers and community leaders for your efforts in maintaining an ethnically diverse staff.

ROLE OF CAMPUS PERSONNEL IN ADDRESSING SUPPORT NEEDS OF NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS

The responsibility for establishing and implementing a support assistance program for new minority and critical shortage area teachers rests on a number of individuals. Those individuals who assist new teachers include central administrators, campus administrators, experienced teachers, university personnel and other teacher training institutions.

At the central administration level a number of personnel are responsible for new teacher recruitment, hiring, induction and staff development. These personnel include the district superintendent, personnel staff, staff development coordinators and trainers, and curriculum and instructional consultants.

Campus administrative personnel have supervisory responsibility for new teachers at the local school site level. These personnel generally include campus principals and assistant principals.

There are different terms used to characterize the experienced support teachers who assist new teachers at the school site. The terms for experienced support teachers may include: mentor teacher, buddy teacher, teacher assistant, teacher advisor, lead teacher, teacher consultant, peer coach, partner and professional associate.

College and university personnel are responsible for the professional preparation of teachers. The relationship between new teachers and college/university personnel may span from undergraduate level through later stages of the teacher's career.

The four major participants in a campus support program for new teachers include the following:

- Principal (campus administrator)
- Support teachers
- New teachers
- University personnel

The major roles and responsibilities of the four major participants will be discussed in detail in this section of the handbook.

ROLE OF THE PRINCIPAL

HOW CAN PRINCIPALS/CAMPUS ADMINISTRATORS BENEFIT FROM ESTABLISHED SUPPORT SYSTEMS FOR NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

While focusing on the benefits of supporting new teachers and ways that the campus personnel can assist in that effort, it is important to consider the potential rewards of the efforts. Benefits that the campus administrator and his/her staff gain from supporting new teachers include the following:

- Increased retention of new minority teachers and teachers in critical shortage areas;
- More rapid development of new teachers who will be better able to function effectively in the classroom;
- Increased collegial problem solving and respect and a better understanding of the cultural diversity represented in the school (a school-wide benefit);
- Easier acclimation of new teacher to school (a student benefit); and
- Visibility of role models to whom minority and non-minority students can associate.

WHAT IS THE ROLE OF THE PRINCIPAL/CAMPUS ADMINISTRATOR IN SUPPORTING NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

General Responsibilities

The general responsibilities and roles of the campus administrator include the following:

1. Sanction the importance of the new teacher support program aimed at retaining minority teachers and teachers in critical shortage areas by regularly referring to it as a high priority for the school.
2. Take responsibility for the administration of new teacher support program activities on the campus.
3. Become familiar with the district's program for support teachers and new teachers and assign high priority to a support program for new minority teachers and teachers in critical shortage areas, including training observation, and assessment requirements.
4. Serve as a resource person to support teachers and the new teachers, providing them with reinforcement and direction as needed.
5. Familiarize the school staff and faculty with the teacher support program, encouraging them to support new teachers as colleagues.

Specific Responsibilities

Specific responsibilities of the campus administrator include the following:

1. Provide requested information regarding support teachers candidates to administrators making support teacher selections, to ensure that mentor recommendations are based on an understanding of support teacher qualifications.

2. Ensure that new teachers understand how clerical workers, teacher aides and volunteers are assigned and how to access their assistance.

3. Establish reasonable limits on out-of class responsibilities assigned or delegated to support teachers and to new teachers.

4. Ensure that new teachers receive answer sheets, curriculum guides, and teacher editions before school starts.

5. Ensure that new teachers know what supplies, textbooks, supplementary books, equipment, and teaching aids they are entitled to and how to obtain them.

6. Plan support teacher and new teacher schedules that provide release time for reciprocal classroom observation and conferencing with the same lunch schedule and work periods.

7. Ensure that new teachers have access to records on their students' academic and personal backgrounds, and other information relevant to student achievement.

8. Ensure that new teachers understand clearly: a) their duties; b) district and school expectations and requirements; and c) their responsibilities to their students and parents, by providing them with appropriate guidance in working with parents and students, especially in relation to student discipline and evaluation.

9. Become familiar with the resources available within the district for helping the new teachers and the support teachers to address their professional and personal problems.

10. Keep the required district and program management paperwork at a minimum for first year teachers.

11. Provide periodic personal feedback that is not assessment-related to the new teachers.

12. Participate in the district's professional development training programs with emphasis on anthology, especially in 1) communication and conferencing skills, 2) observation techniques, 3) models of instruction, 4) the teacher's role in addressing the effective school correlates, and 5) the Texas Teacher Appraisal System as it affects the new teacher.

13. Become familiar with and be prepared to fulfill the principal's role as part of the assessment team for evaluating new teachers based upon the support and assistance program.

WHAT SHOULD CAMPUS ADMINISTRATORS KNOW ABOUT THE NEEDS OF NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

A new teacher's needs include the following:

- A carefully chosen support teacher assigned at the beginning of the school year;
- Help in learning to:
  - communicate high expectations to all students
  - plan instruction
  - handle management and discipline in a classroom with a culturally and linguistically diverse population
  - manage instructional time
  - understand and implement curriculum standards
  - motivate students and enhance their self concept
  - grade and assess student learning and performance
  - communicate with parents
  - locate resource materials
  - interpret and maintain written records (e.g. I.E.P., cumulative)
  - cope with conflict
  - work with special needs and limited-English proficient (LEP) student populations;
- Positive reinforcement;
- Flexible scheduling for observations, planning & coaching; and
- Involvement in community by knowing the special needs of the various ethnic groups who represent the school community.

WHAT OBSTACLES DO CAMPUS ADMINISTRATORS HAVE TO OVERCOME TO SUPPORT NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

The major obstacles faced by administrators include the following:

- Uncooperative community;
- Uncooperative teachers;
- Lack of support for an ethnically diverse staff;
- Time for observations or training; and
- Inability of teachers to cope with conflict.

Some solutions for using staff creatively to provide release time for observations or training include the following:

- Roving substitutes;
- Release-time specialists;
- Grouping classes;
- Teaching some classes;
- Asking coordinators or other personnel to cover classes;
- Having contingency plans for non-functional support teacher/new teacher relationships; and
- Scheduling time each month with new teachers to check on problems and successes.

CAMPUS ADMINISTRATION CHECKLIST:
What can you do to support new teachers?

Orientation

_____ communicate vision of a school I with an ethnically diverse staff to community and staff
_____ send welcome letter
_____ conduct site based orientation session
_____ provide a new teacher handbook
_____ provide copies of maps, schedules, etc.
_____ assign a buddy to help new teacher move in
_____ conduct a walking or bus tour
_____ communicate strategy with campus staff of efforts to retain minority teachers

Resources

_____ order materials for them
_____ provide equal access
_____ give copies of curriculum guides, frameworks, course outlines
_____ give information about district resources
_____ provide time before school opens
_____ give a survival kit
_____ throw a materials "shower"
_____ provide unbiased instructional materials

Teaching Assignments & Workload

_____ assign high priority to the task
_____ assign classroom near colleagues
_____ no combination classes
_____ no traveling assignments
_____ balance class composition
_____ minimize number of preparations
_____ match experience to grade/subject
_____ create split load assignments
_____ give credibility to the responsibility

Support Systems

_____ assign a support teacher at the same school, grade, subject
_____ ensure training for support teacher
_____ meet with new teacher & support teacher
_____ have a backup plan if pairing doesn't work
_____ set up a site support team
_____ create supportive climate & collaboration
_____ sensitize staff to needs of new teachers

Staff Development

_____support release time during school day
_____help them plan for substitutes
_____schedule regular meeting with new teachers
_____co-plan a lesson
_____provide practical information, e.g. report card
_____recognize new teacher accomplishments
_____develop sharing program
_____provide observation times
_____connect to professional growth advisor
_____provide information on the composition of the school community

Evaluation

_____explain procedures & timeline
_____have support teacher help prepare
_____state performance objectives clearly
_____clarify role of support teacher as non-evaluation
_____visit classroom informally prior to evaluation

Supervision

_____communicate goal for improved instruction
_____identify first year growth areas
_____explain difference between evaluation & supervision
_____conduct preconference, observation and post-conference
_____do informal drop-in visits
_____withhold judgements
_____encourage teacher self-collaboration

Prepare for Role

_____understand new teacher preparation & needs
_____develop communication skills
_____work with supportive colleagues

New Teacher Needs

____ amount of paperwork
____ managing teacher time
____ personal time
____ classroom management
____ adequacy of materials/equipment
____ observation of teaching demonstrations
____ non-involved students
____ parent cooperation
____ effective teaching practices
____ grading students
____ motivating students
____ emotional support
____ systems information
____ constructive feedback on teaching
____ teacher burn-out
____ administrator support
____ teaching freedom
____ peer acceptance

Overcome Obstacles

_____delegate, collaborate, and recognize others
_____reduce problems for teachers hired late
_____explore use of existing funding sources
_____use existing staff to provide release time

Checklist revised and adapted from the California New teacher success: You can make a difference.

ROLE OF THE SUPPORT TEACHERS

HOW CAN SUPPORT TEACHERS BENEFIT FROM ESTABLISHED SUPPORT SYSTEMS FOR NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

The highlight of the eight projects was demonstrating that both beginning and support teachers can benefit from a planned program of teacher support. For the beginning teacher, the guesswork and pain is relieved by the experienced teacher. For the experienced teacher, a new refreshing look at teaching is provided by the new teacher.

Support teachers gained benefits in several areas. Support teachers reported that through mentoring, they developed:

1. New ideas and new teaching strategies;
2. A sense of pride in their profession and regard from their colleagues;
3. A sense of appreciation from the experience of working with a new teacher;
4. New ways of describing the "what", "how" and "why" of teaching -- a new way of reflecting about teaching;
5. Motivation to improve their own instruction as they assisted another teacher in improving theirs -- in encouraging and motivating another, they encouraged and motivated themselves; and
6. A true sense of collegiality--a need to collaborate with other teachers.

Support Teacher Quotes

- "I grew professionally this year by learning the skill of mentoring."
- "Mentoring someone made me think about some new things, such as trying new ideas. In some ways I had become very set in my ways."
- "I gained fresh new ideas from my beginning teacher. I was motivated to do more for my students. It made me feel so good to share what I know to help a new teacher."
- "The required observations were as beneficial for me as for my beginning teacher. I made several observations that helped me see my classroom in a different light."
- "I got renewed energy!"
- "I developed self-confidence in my teaching and my ability to share and help others."

The partnerships between beginning teacher and support teacher are important particularly as more student-centered teaching approaches such as cooperative learning and whole language are introduced to the schools. As teachers move away from "teacher proof" materials to more reflective teaching, both new and experienced teachers can give each other support. The differences in their experiences and views create more divergent thinking than the mere pairing with teachers who have both "done it this way" for so many years. Whereas some experienced teachers may have difficulty motivating each other to explore new ways of teaching, mentoring partnerships automatically build in exploration and experimentation.

WHAT IS THE ROLE AND RESPONSIBILITY OF THE SUPPORT TEACHER IN SUPPORTING NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

Support teachers can assist beginning teachers in many ways. The type of assistance will vary and will depend on the support system the district provides to the mentoring partnership. Such factors as the district's definition of the role of mentoring, the amount of time support teachers can spend with their assigned colleagues, the number of release days for training and classroom observations, and support from the campus administrator will determine the level of assistance a support teacher can provide.

Beginning teachers typically need assistance in several major areas such as: emotional, logistical, intercultural, pedagogical and curricular. The major problems identified by beginning teachers include the amount of paperwork, classroom management, lack of time, parent cooperation, lack of adequate materials and equipment, grading, and motivating non-involved students. When comparing across ethnic categories, Whites were more concerned with motivating students, parent cooperation, discipline, classroom environment and classroom management. Blacks were mostly concerned with support from school, lack of materials, lack of emotional support, classroom management, discipline and instructional information. Hispanics were mainly concerned with effective teaching practices, managing the classroom, advice on scheduling, parent cooperation and classroom environment.

Qualifications and Other Considerations

According to the results of the eight-project study, support teachers should:

1. Be selected through specific criteria such as 3 to 5 years of successful teaching, Career Ladder II or above, willingness to participate, enthusiasm and rapport with other teachers;

2. Have regularly scheduled meetings at least weekly with their beginning teachers, allocating ample time, especially before school starts and during the first and last weeks of each semester;

3. Conduct regular classroom observations adhering to the peer-coaching norms of observation, feedback, reflection and goal setting;

4. Work with only one beginning teacher;

5. Have a similar assignment as the beginning teacher, with the same prep time, teaching area, grade level, and be situated as close to the beginning teacher's classroom as possible;

6. Have release time to conduct the classroom observations; and

7. Have a positive attitude toward teaching as a profession, and toward the district, the school faculty and administration, and students and their parents.

General Responsibilities

The general responsibilities of the support teacher in the collaborative relationship include the following:

1. Be proactive in the relationship with the beginning teacher, initiating sharing of time and materials, and offering help.

2. Serve as the beginning teacher's on-site troubleshooter, preceptor, advocate, and sounding board, providing instructional assistance, peer counseling, and general guidance.

3. Promote faculty acceptance of and assistance for the beginning teacher.

4. Assist the beginning teacher to use time efficiently.

5. Serve as the beginning teacher's primary source of information on the services for his/her student population.

6. Work with the district's professional support personnel in activities that assist the beginning teacher.

7. Serve as the beginning teacher's liaison and facilitator in accessing the resources of other components of a district's professional development infrastructure.

Specific Responsibilities

The specific responsibilities of the support teacher include the following:

1. Help the beginning teacher prior to the opening of school to become familiar with the school culture/rituals/protocol/traditions, faculty, community, policies, opening day procedures, schedules, and classroom set up.

2. Visit in the classroom of the beginning teacher during regular teaching hours and participate in a follow-up peer-coaching conference after each observation.

3. Model classroom instructional practices by inviting the beginning teacher to come and observe the mentor teaching.

4. Provide help and locate resources--teaching materials, lesson plans, AV equipment, schedules, paperwork.

5. Coach the beginning teacher, as needed, on updating, pacing, instructional techniques, and even providing further knowledge of the content being taught.

6. Participate in collaborative teacher study groups.

7. Be familiar with the district's available resources, including books, periodicals, films, videotapes, and other instructional media that deal with professional development, pedagogy (theory and application), and other subjects for which the beginning teacher shows an interest or need.

8. Participate in the district's mentor, peer-coaching and professional development training programs, with emphasis on: 1) working with adult learners, 2) communication and conferencing skills, 3) observation techniques, 4) models of instruction, 5) the teacher's role in addressing effective school correlates or site-based management issues, and 6) the Texas Teacher Appraisal System as it affects the new teacher.

WHAT DO SUPPORT TEACHERS NEED TO KNOW TO SUPPORT NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

Training for the role of support colleague or peer is not accomplished in one training session, rather, it is a series of 20 to 40 hours of theory discussions, demonstration, practice and feedback sessions, conducted throughout the year, if possible. Since support teachers are learning the new skills of "mentoring", they too will need support as they integrate these new skills into their everyday behaviors.

The downside of using experienced teachers as support teachers/mentors is that they may or may not have already achieved a comfortable method of working with others. Even for those that have had experiences, the role of support teacher is different from an "informal helping role" conducted in the past. Adjusting to the new role requirements may not be achieved without some resistance, questioning or relearning. The use of support teachers who have had no training will not be effective as these may fall into the role of "judge" or providers of superficial assistance.

Support teachers need to know:

1. Their role as support teacher -- defined and clarified by the school and district administration;

2. New teacher's stages of development, phases of new teacher growth, levels of concerns, and ways of addressing these, a few at a time;

3. The new teacher's students, classroom procedures and curriculum;

4. Current educational issues, effective teaching, curriculum -- restructuring, cooperative learning, whole language, teaching for critical thinking, bilingual instructional methods, English as a Second Language methodologies, teaching diverse subject matter to limited English proficient students, etc.;

5. Teacher evaluation processes and procedures;

6. Peer coaching cycle;

7. Communication skills -- effective feedback strategies; questioning strategies; how to identify needs rather than give solutions; reflective listening and questioning; open, non-judgemental discussions;

8. Stress management -- protecting personal time, time management, short-term and long-term planning, prioritizing, etc.;

9. Minority issues and cross-cultural communication -- particularly when assisting a minority teacher, or a teacher with predominantly minority students; and

10. Human relations skills -- how to establish rapport and trust, highlight strengths of another person, understand diverse personalities and needs.

WHAT OBSTACLES DO SUPPORT TEACHERS NEED TO OVERCOME TO SUPPORT NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

Several factors have been identified as major hindrances to effective implementation of a teacher support program:

1. Late recruitment of teachers into the project. (Support teachers must be identified by April or May of the previous school year, and be prepared to assist at the opening of school activities.)

2. Weak campus support. (Some principals did not readily facilitate release time for peer coaching observations. The program failed to materialize at those schools.)

3. Lack of project support staff. (Support staff is needed to conduct campus visits, meet with project participants in classroom settings, and promote the quality of teaching episodes being presented at the training sessions or observed in other classrooms.)

4. Making up absences from training sessions. (Because learning about peer coaching and mentoring is such an interactive process, it is difficult for absentees to learn on their own. Schools need to plan to repeat sessions for teachers that were not able to attend as scheduled.)

5. Selection of support teachers. (A site team approach which includes the principal seems to be the best way to select support teachers. The selection should be based on criteria such as that described above.)

6. Mismatches in partnerships. (Sometimes mismatches occur as a result of differences in personality, teaching philosophies as well as grade level, subject area, student populations, or any number of other reasons. If this occurs, some options are:

   - assist teacher in identifying a common area in which to work;
   - bring in another support teacher and form a triad;
   - use a site team approach study buddies; and
   - change partners with input from the new teacher and the site administrator.)

7. Time, Time, Time. (Provide time for teachers to work together toward instructional and professional improvement. Some options are:

   - release time with a roving substitute to cover classes, another teacher taking in an extra class, the class goes to the library, the site administrators or resource person take over one class, central administrators take over one class;
   - schedule time before and after school to meet for debriefing, conferencing or lesson planning;
   - setup common prep times; and
   - combine classes and team teach to provide planning time.)

8. Resistance to receiving support. (Sometimes a new teacher avoids seeking support because he/she feels threatened, vulnerable or mismatched. Some considerations are:

   - Develop trust by being a friend first -- put observations on hold for a while;
   - persist with patience while continuing to offer resources;
   - Find an area of interest to work on through emphatic and careful listening;
   - Request a workshop on trust building and the need for new teacher support through your staff development department; and
   - Suggest to the appropriate staff member.)

9. Some new teachers experience great difficulty the first year. (If a teacher is struggling more than others, some things to consider are:

   - identify one area at a time and give lots of positive feedback on the progress;
   - request permission to conduct more observations and coaching sessions;
   - invite the teacher to your class often and model instructional segments;
   - encourage the new teacher to visit other classrooms;
   - encourage the teacher to attend workshops on the target problems; and
   - request assistance from the site administrator and the staff development resource person.)

- "Peer-coaching is a way of helping without intimidating. Coaching is sharing. I learned that coaching should be pre-planned and aimed at specific areas."

- "An effective coach should be energetic, positive, mature, love teaching, relaxed, creative, resourceful."

- "An effective coach should listen, share own feelings about first year experience, keep confidences, welcome questions and provide answers or sources of answers, offer suggestions and ideas readily and willingly."

Promising practices in successful teacher support systems include:

1. Well-trained support teachers who are both models of good teaching and supportive adults, and who are able to help orient new teachers to the norms of the school environment;

2. Support structures that allow time for new teachers to observe their support teachers and for their support teachers to observe them, with time for processing the observations, articulating concerns, and engaging in mutual problem solving;

3. Establishment of indicators or expectations for new teachers and the use of dynamic assessment process to measure growth and mastery such as a portfolio, interactive journals, video-tapes;

4. Incorporation of research-based teaching methodologies, transfer strategies, and peer coaching; and

5. Regular and consistent feedback from outside experts, university faculty or researchers.

SUPPORT TEACHER CHECKLIST
What can you do to support new teachers?

Before the School Year

_____ community tour
_____ welcome shower
_____ school tour
_____ moving-in assistance
_____ set up classroom

Orientation

_____ opening day
_____ schedules
_____ lesson plans
_____ room environment
_____ obtaining supplies
_____ other support personnel
_____ special programs

Practical Information

_____ ordering materials/films
_____ assessment
_____ grading/record keeping
_____ report cards
_____ parent conferences
_____ open house
_____ substitutes
_____ testing of LEP students
_____ school culture/protocols

Instructional Support

_____ resource materials
_____ unit and lesson planning
_____ teaching strategies
_____ curriculum planning
_____ bilingual model
_____ evaluation

Student Needs

_____ special needs of students
_____ classroom management
_____ classroom environment
_____ discipline procedures
_____ student motivation
_____ positive reinforcement

Reflection

_____ reflection and self-analysis
_____ coaching and feedback
_____ sharing of philosophies
_____ setting goals

SUPPORT TEACHER CHECKLIST
What can you do to support new teachers?

Prepare for Role

_____ expectations of your role
_____ new teacher needs/phases
_____ new teacher's students
_____ procedures, curriculum
_____ current education issues
_____ professional growth requirements

Be Skilled in:

_____ peer coaching
_____ stress management
_____ communication skills
_____ time management
_____ human relations
_____ reflection techniques

Develop Supportive Attitudes by:

_____ reflecting on when you were helped
_____ establishing rapport and trust
_____ understanding receptivity
_____ recognizing personal chemistry and philosophies
_____ being flexible

Overcoming obstacles

_____ create more time
_____ request more time
_____ develop alternatives for mismatches
_____ develop strategies for working with resistant teachers
_____ provide special help for struggling teachers
_____ ask for help from site administrator
_____ ask for specific workshops
_____ nurture yourself
_____ amount of paperwork
_____ managing teacher time
_____ personal time
_____ classroom management
_____ adequacy of materials/equipment
_____ observation of teaching demonstrations
_____ non-involved students
_____ parent cooperation
_____ effective teaching practices
_____ grading students
_____ motivating students
_____ emotional support
_____ systems information
_____ constructive feedback on teaching
_____ teacher burn-out
_____ administrator support
_____ teaching freedom
_____ peer acceptance

Checklist revised and adapted from the California New teacher success: You can make a difference.

ROLE OF THE NEW TEACHER

HOW CAN THE NEW TEACHER BENEFIT FROM ESTABLISHED SUPPORT SYSTEMS?

New teachers can benefit from established support systems in the following ways:

1. Receipt of assistance from well-trained supportive experienced teachers who model good teaching;
2. Exposure to training components;
3. Increased teacher performance;
4. Increased teacher knowledge;
5. Improved job satisfaction;
6. Increased collegiality among staff;
7. Orientation to the norms of the school environment;
8. Opportunities to observe their support teachers and for their support teachers to observe them, with time for processing the observations, articulating concerns, and engaging in mutual problem solving;
9. Understanding of expectations for new teachers and the use of some form of assessment to measure growth and mastery;
10. Incorporation of research-based teaching skills, transfer strategies, and coaching; and
11. Regular and consistent feedback from an external panel or team of experts (e.g., another teacher, administrator, trainer, and/or university faculty) who have examined a portfolio of his/her work including live modeling, videotapes, and detailed narrative descriptions.

New Teacher Quotes

- "The support teacher was my backup to the lack of administrative support and discipline. With her help, I began to handle discipline myself, teach more effectively, and plan so the 45-minute period was fully used."
- "The support and encouragement enabled me to feel more comfortable and competent. The tremendously encouraging words I received gave me greater confidence."

- "My support teacher provided me with every need a new teacher would have. She was a coach, friend, tutor, confident. I could not have survived this year without her."

- "She [the support teacher] has given me ideas which have worked for her for me to try. She has given me her friendship and trust, which has allowed me to accept her suggestions. She has informed me of policies and procedures and has helped me to get additional materials. She, for the most part, has made me feel like a part of the school family."

Established support systems reinforce the norm of continuous learning so that new teachers naturally seek more and diverse ways to expand and renew their teaching skills. Support systems practices are critical for good teaching because they reinforce new teachers' inquiry-based teaching strategies, help them choose appropriate curriculum, and set up positive routines facilitating effective teaching practices and interdependent relationships within the support structures.

WHAT ARE THE ROLES AND RESPONSIBILITIES OF THE NEW TEACHER?

The role and responsibilities of the new teacher include the following:

1. Make a personal commitment to understand the requirements of the teaching assignment and the induction program.

2. Be open to suggestions and proactive about seeking appropriate assistance.

3. Maintain a professional and positive approach to the problems inherent in first-year teaching.

4. Share with the support teachers the responsibility for creating a mutually satisfying and productive relationship.

5. Visit their support teacher's classroom during regular classroom hours.

6. Participate in a follow-up conference with the support teacher after each classroom observation.

7. Participate about twice monthly in first-year cluster meetings.

8. Participate in the district's required teacher development programs, in the training programs provided for all new teachers.

WHAT DO NEW TEACHERS NEED TO KNOW ABOUT SUPPORT SYSTEMS?

New teachers need to know:

1. Guidelines;
2. Training components;
3. Who the support teacher is and the role of the support teacher;
4. Who the resource person is;
5. If release time will be available;
6. Availability of community resources;
7. District and building policies, practices, regulations;
8. Classroom management;
9. How to operate the technical tools of the trade and instructional media; and
10. How to manage non-instructional demands.

WHAT OBSTACLES DO NEW TEACHERS HAVE TO OVERCOME?

The obstacles for new teachers are many and varied:

- Amount of paper work;
- Lack of personal time;
- Lack of adequate materials and equipment;
- Classroom management and parental cooperation;
- Lack of congruency between assistance provided and assistance needed;
- Mismatch between new teachers and support teachers;
- Lack of adequate conferencing and planning time;
- Lack of special assistance in time of need; and
- How to work with a culturally and linguistically diverse student population.

NEW TEACHER CHECKLIST:
Recommendations for starting a network

Orientation
- _____ opening day
- _____ schedules
- _____ lesson plans
- _____ room environment
- _____ obtaining supplies
- _____ other support personnel
- _____ copies of maps, schedules
- _____ assignment of mentor
- _____ provide new teacher handbook

Resources
- _____ order materials for them
- _____ provide equal access
- _____ give copies of curriculum guides,
- _____ frameworks, course outlines - give
- _____ information about district resources
- _____ provide time before school opens
- _____ give a survival kit
- _____ throw a materials shower

Practical Information
- _____ ordering materials/films
- _____ assessment
- _____ grading/record keeping
- _____ report cards
- _____ parent conferences
- _____ parent communication
- _____ open house
- _____ substitutes

New Teacher Needs
- _____ amount of paperwork
- _____ managing teacher time
- _____ personal time
- _____ classroom management
- _____ adequacy of materials/equipment
- _____ observation of teaching demonstrations
- _____ non-involved students
- _____ parent cooperation
- _____ effective teaching practices
- _____ grading students
- _____ motivating students
- _____ emotional support
- _____ systems information
- _____ constructive feedback on teaching
- _____ teacher burn-out
- _____ administrator support
- _____ teaching freedom
- _____ peer acceptance

Assistance with
- _____ special needs students
- _____ classroom management
- _____ discipline procedures
- _____ student motivation
- _____ positive reinforcement
- _____ stress management
- _____ communication skills
- _____ time management

Prepare for Role

Know about:
- _____ expectations of your role
- _____ new teacher needs/phases
- _____ new teacher's students, classrooms
- _____ procedures, curriculum
- _____ current educational issues
- _____ professional growth
- _____ requirements

Overcome Obstacles
- _____ create more time
- _____ develop alternatives for
- _____ mismatches
- _____ develop strategies for
- _____ working with resistant teachers

Emotional Support
- _____ school culture
- _____ resource materials
- _____ unit and lesson planning
- _____ teaching strategies
- _____ curriculum planning
- _____ evaluation

Checklist revised and adapted from the California New teacher success: You can make a difference.

ROLE OF UNIVERSITY PERSONNEL

HOW CAN UNIVERSITY LIAISONS BENEFIT FROM PARTICIPATION IN SUPPORT SYSTEMS FOR NEW TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

The university liaisons will benefit from participation in support systems created for new teachers by establishing a working relationship with the Higher Education State Coordination Board as the Board continues to define the collaboration between the university, the Texas Education Agency and the local education agency (LEA). The university liaison will also receive first hand information on how to strengthen teacher education programs as they monitor and cooperatively supervise the new teacher's progress. Additionally, the university liaison can serve additionally as a resource person to the LEA personnel staff implementing the support program, providing mentor training, and evaluations as needed.

WHAT IS THE ROLE OF THE UNIVERSITY LIAISON IN SUPPORTING NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

The specific responsibilities of the University Liaison include the following:

1. Participate in the planning and implementation of the LEA's training programs for support teachers and new teachers.

2. Be familiar with, and function in maintaining the LEA's protocol and procedures at district and campus levels.

3. Be familiar with the assessment process, based upon the support and assistance model and state requirements, for evaluating new teachers.

4. Participate, as appropriate, in the planning and implementation of the support teachers' and first-year teachers' cluster meetings.

5. Serve as a facilitator in providing LEA's program participants access to such university resources as are available for the support assistance program.

6. Serve as a member of the Policy Committee, upon request.

WHAT DO UNIVERSITY LIAISONS NEED TO KNOW TO SUPPORT NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

University liaisons need to be knowledgeable about the Texas Beginning Teacher Plan and Models of Teacher Induction Programs. University liaisons need to be familiar with all aspects of the LEA's program for support and assistance of new teachers. University liaisons must be familiar with the principles of mentoring, the mentoring process, clinical supervision, adult learning, peer coaching, and building interpersonal skills among mentors and new teachers.

WHAT OBSTACLES DO UNIVERSITY LIAISONS NEED TO OVERCOME TO SUPPORT NEW MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS?

The obstacles that university liaisons need to overcome include the following:

1. Beliefs that the university no longer has a responsibility to the students that graduate from their teacher preparation programs;

2. Restrictions on open lines of communication between the university and area school districts;

3. Limited monetary and personnel resources to assist in supporting new teacher;

4. Uncooperative university faculty members; and

5. Uncooperative school district personnel.

University liaisons need not assume the role of assessors. University liaisons need to be a part of the support team, providing time and willingness to work with the new teacher. University personnel must be able to justify a proposed certification process based upon a support and assistance model as a part of the certification process.

COLLEGE AND UNIVERSITY FACULTY CHECKLIST: What can you do to support new teachers?

THE FACULTY ROLE

____ identify problems/concerns of minority/critical shortage area teachers
____ focus on needs of diverse student populations
____ clarify professional expectations
____ establish ties with schools
____ provide continuing education
____ provide training and support services
____ share resources
____ promote reflectivity
____ plan model induction programs
____ research beginning teaching in a multicultural setting
____ involve new teachers back on campus
____ listen to and support new teachers

ACTIVITIES FOR NEW TEACHERS

_____held at convenient times
_____held at convenient locations
_____recognize new teacher workload
_____connect teacher to support system
_____involve collaboration
_____recognize school priorities
_____reflecting multicultural reality of schools

COLLABORATE BY

____ establishing formal and informal relationships
____ recognize school-based educator's contributions
____ recognize what you have to offer
____ build on new teacher needs
____ network with professional organizations that focus on
____ multicultural issues, math and science

COURSEWORK

_____pass/no pass
_____relevant assignments
_____M.A. courses
_____offer stipends
_____involves school personnel
_____leads to ongoing professional development plan

NEW TEACHER NEEDS

____ amount of paperwork
____ managing teacher time
____ personal time
____ classroom management
____ adequacy of materials/equipment
____ observation of teaching demonstrations
____ non-involved students
____ parent cooperation
____ effective teaching practices
____ grading students
____ emotional support
____ systems information
____ constructive feedback on teaching
____ teacher burn-out
____ administrator support
____ teaching freedom
____ peer acceptance

OVERCOME OBSTACLES

_____develop institutional commitment to multicultural education
_____integrate new teacher support into university reward system
_____seek alternative resources
develop trust
_____develop multicultural sensitivity to teachers and to the student populations they teach

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SUMMARY RECOMMENDATIONS

Any document or manual intended to describe the implementation of a program would be incomplete without a section on recommendations or further considerations for implementation. Too often, either the specific or general points of a recommendation can not be specifically reflected in the document precisely as a result of their specificity or generality. Yet, these merit attention and inclusion. Support for the new teacher warrants that no "stone be left unturned". Support means access to further advice and assistance that will be used to maintain and retain new minority teachers, and teachers in critical shortage areas.

To enhance the program for new teacher support systems, a synthesis of recommendations and considerations for program implementation, based on shared discussions and decision making, were determined by the following entities:

- Central Administration
- Campus Principals
- Support Teachers
- New Teachers
- University Personnel
- Policy-makers

RECOMMENDATIONS FOR CENTRAL ADMINISTRATION

- Take leadership in establishing a policy committee.
- Inform campus personnel of district policies and needs not just at the beginning of the year, but also during and at the end of the school year.
- Provide direction from the central administration in order for each campus to determine specific campus goals and policies.
- Include campus personnel in all initial, interim, and final training (specific and general).
- Assess and allocate necessary resources for program implementation.
- Adopt policy(ies) for continuous review of the following:
  - increase/decrease of paperwork requirements;
  - distribution of materials and equipment; and
  - any need for new teachers to receive counseling on personal finances.

RECOMMENDATION FOR CAMPUS PRINCIPALS

- Develop ways to decrease paperwork which new teachers are expected to complete.
- Re-examine the distribution of materials and equipment.
- Inform all campus personnel of district policies and needs at the beginning, during, and at the end of the school year.
- Continue to participate with central administration in all initial, interim, and final training regarding the support system on the individual campus.
- Keep abreast of allocation of resources from central administration for program implementation.
- Keep abreast of policy(ies) adopted by central administration for program implementation including:
  - increase/decrease of paperwork requirements;
  - distribution of materials and equipment; and
  - any need for new teachers to receive counseling on personal finances.
- Inform community of the support assistance program for new teachers.
- Continuously recognize the merits and accomplishments of both support teachers and new teachers.
- Provide training for support teachers prior to their assignment.

RECOMMENDATIONS FOR SUPPORT TEACHERS

- Request that regularly scheduled meetings be held with the new teachers.
- Be ready to go and ask the first-year teacher if assistance is needed -- don't wait to be asked.
- Listen carefully to the needs of new teachers -- emphatic listening.
- Be emotionally supportive.
- Be ready to share specific ideas and instructional materials with the new teacher.
- Request some release time from campus principal to work with the new teacher.
- Be ready to assist the new teacher in writing lesson plans as per district requirements.

- Be ready to sit down with the new teacher:
  - to describe best teaching practices;
  - to design a classroom management process adequate to the need of the new teacher; and
  - to offer helpful hints to implement good classroom management processes and effective discipline.
- Be ready to assist the new teacher in becoming familiar with school rules, polices, and procedures.

RECOMMENDATIONS FOR NEW TEACHERS

- Request and demand knowledge/training on the support assistance program.
- Request an assignment to a support teacher when possible.
- Be specific on request for training from the campus principal and assistance from the support teachers.
- Request that observations of support teacher's classroom teaching techniques be permitted.
- Request that time be given for both support and new teacher to receive explanation, practice, record and measure and provide feedback over an extended period of time.

RECOMMENDATIONS FOR UNIVERSITY PERSONNEL

- Keep abreast of state policy on the support/mentoring process.
- Make every effort to include the support/mentoring process in the classes taught to future teachers and to students in Administrative Certification Degree Programs.
- Establish and maintain contact with local education agencies to:
  - gain knowledge of support assistance programs implemented in each LEA; and
  - assist in the implementation of a program if no program is available.
- Assist in the identification, analysis, and resolution of problems and issues that occur in the early years of teaching.
- Provide continuing education for beginning teachers, such as developing curriculum for diverse student population, working with LEP pupils, and managing diverse academic backgrounds.

- Provide indirect support to the beginning teacher through:
  - active research;
  - assistance in design of selection criteria for support teachers; and
  - training in the identification of new teacher needs.
- Locate and share university resources - people, program, and facilities - that might serve to enhance the professional development of both new teachers and support teachers.

RECOMMENDATIONS FOR POLICY-MAKERS

- Require fewer non-instructional responsibilities of both support and new teachers.
- Establish policy that will provide scheduled periods during the year for new teachers to observe support teachers and for support teachers to observe new teachers.
- Establish policy(ies) that restructure the demands of teaching, minimizing new teachers' responsibilities.

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APPENDICES

APPENDIX A

PROJECT DIRECTORS

PROJECT DIRECTORS

ENHANCING THE QUALITY AND RETENTION OF MINORITY TEACHERS AND TEACHERS IN CRITICAL SHORTAGE AREAS (FY 90-91)

AGENCY/INSTITUTION & PROJECT NAME	ADDRESS/PHONE
Region X, ESC, Ms. Marilyn Price Enhancing the Quality and Retention of Minority Teachers	400 E. Spring Valley Road Richardson, TX 75083-1300 214/231-6301, **Fax** 214/231-3642
Houston ISD, Dr. Teddy McDavid A Teacher Conservation Project	3233 Wesleyan Houston, TX 77027-5838 713/.892-6924, **Fax** 713/892-7126
IDRA, Dr. Frank Gonzales Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas	5835 Callaghan Rd., Ste 350 San Antonio, TX 78228 512/684-8180, **Fax** 512/684-5389
Edinburg CISD, Dr. Elva Laurel Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas	P. O. Drawer 990 Edinburg, TX 78540 512/383-0731 ext.269 **Fax** 512/381- 1522
Laredo State University, Mr. Romeo Romero Support Teacher Training Project	1 West End Washington St. Laredo, TX 78040 512/722-8001 ext.463, **Fax** 512/725-4604
University of North Texas, Dr. Gloria Contreras Teacher Retention Project	P. O. Box 13857 Denton, TX 76203 817/565-2827, **Fax** 817/565-4415
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Ysleta ISD, Ms. Alicia Parra Project Reach-Out	9600 Sims El Paso, TX 79925 915/595-5715, **Fax** 915/595-5723
Texas Education Agency, Evangelina G. Galván Educational Program Director	Division of Teacher Education 1701 N. Congress Ave. Austin, TX 78701 512/463-9327, **Fax** 512/463-9838
Intercultural Development Research Association Aurelio M. Montemayor, Overall Manager Roy L. Johnson, Program Evaluator	Overall Manager/Evaluator Project 5835 Callaghan Rd., Ste. 350 San Antonio, TX 78228 512/684-8180, **Fax** 512/684-5389

APPENDIX B

PROJECT PROFILES

Enhancing the Quality and Retention of Minority Teachers and Teachers In Critical Shortage Areas

PROJECT PROFILES

Project Site: Edinburg Consolidated Independent School District

Project Title: Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas (EQRMT/TCSA).

Project Location: Edinburg CISD is located in Edinburg, Texas.

Type of Organization: Edinburg CISD is a public school district.

Program Setting: The program setting is urban.

Program History: The district implemented an ECIA Chapter 2-funded project for the attraction and retention of teacher education candidates from January 2, 1989 to September 1, 1989. The project entitled, "Attracting And Retaining Quality Teacher Education Candidates (ARQTEC Project)" involved 30 junior and senior students from Edinburg High School. The new program involving the retention of minority teachers and teachers in critical shortage areas was implemented in October 1989. The first year of implementation spanned the period of October 1, 1989 to September 30, 1990. The second year of implementation spanned the period of August 1, 1990 to August 31, 1991. The project addressed new insights to peer coaching through a three-way staff development framework incorporating: (1) an accountability system based on performance standards and classrooms observations, (2) an assistance system designed to correct deficiencies and (3) a professional development system to examine meaningful professional and personal goals.

Project Funding: The project was funded through an ESEA Chapter 2 grant awarded by the Texas Education Agency, Division of Teacher Education. The 1989-90 award was $45,000 and the 1990-91 award was $35,000. Additional in-kind or matching funds were contributed by the district.

Program Goals/Objectives: The major goals/objectives of the project during the first year included the following: (1) to enhance the quality of instruction of first-year minority teachers and/or teachers in critical shortage areas; (2) to enhance (increase) the retention of first-year minority teachers and/or teachers in critical shortage areas; (3) to design and implement a training program for first-year minority teachers and/or teachers in critical shortage areas who were assisted by experienced support teachers; (4) to design and implement a training program for support teachers who assist first-year minority and/or teachers in critical shortage areas; (5) to design and implement a support assistance and dissemination network between and among support teachers and first-year minority and/or teachers in critical shortage areas; and (6) to design and implement evaluation activities to measure the effectiveness and impact of project activities and products.

The major goals/objectives of the project during the second year included the following: (1) to attract and retain effective teachers; (2) to provide support-based activities/strategies for experienced teachers to assist new minority teachers and teachers in critical shortage areas; (3) to broaden the scope of training to involve campus administrators and/or curriculum assistants as support network participants; (4) to provide opportunity to a cadre of exemplary support (experienced) teachers who received training during the first training cycle to become trainers; and (5) to strengthen the support system by allowing practice techniques in observing and providing feedback on effective teaching practices.

Program Leadership: Dr. Elva G. Laurel, Curriculum Director, served as the Project Director of the EQRMT/TCSA Project. Mr. Carl L. Hoffmeyer, Assistant Superintendent for Curriculum and Instruction, provided central administration support for the project. Dr. Jim Chapman served as Superintendent of the Edinburg CISD and provided further central administrative support for the project.

Program Participants: During the 1989-90 program year, the program participants included 12 first-year minority and critical shortage area teachers (KEY TEACHERS) and 29 experienced support teachers (LEAD TEACHER COACHES); the total number of participants was 41. During the 1990-91 program year, the program participants included 12 first-year teachers, 24 experienced support teachers and six administrators; the total number of participants was 42. The focus of the assistance/support activities were first-year minority teachers and teachers in the critical shortage areas of Science, Bilingual Education and English as a Second Language (ESL). Some of the new teachers held Texas elementary teaching certificates while others were in the Texas Alternative Certification Program.

Recruitment/Selection of First-Year Teachers: New teachers were identified and selected based on the following criteria: a first time teacher in one of the district's seventeen elementary campuses.

Recruitment/Selection of Support Teachers: Support teachers were identified and selected based on the following criteria: two to twenty years of teaching experience, Career Ladder Level II, recognition by supervisors and peers as an outstanding teacher, and history of being supportive and collegial.

Matching Support Teachers and First-Year Teachers: Support teachers and first-year teachers were matched based on the following criteria: administrator recommendation, teacher choice, grade level, content area, interest and personality.

Program Activities/Products: The activities and products of the program included the following: (1) orientation meetings/visits; (2) seminars on curriculum and effective teaching; (3) observations and analysis of teaching; (4) consultations by experienced teachers; (5) release time/workload reduction; (6) team teaching; (7) conferences with teachers (pre & post); (8) newsletters; and (9) evaluation report.

Training Activities: The training program focused on four major components: (1) learning needs and styles of diverse student populations, (2) effective school correlates, (3) effective coaching assistance, and (4) materials development. During

the 1989-90 program year, the project provided 20 days of in-service training (workshops) plus a minimum of two days on on-site peer coaching per participant. For the 1990-91 program year, the project provided eight days of in-service training. External consultants were utilized to conduct the training. The format for the training sessions included lectures, small group sessions, information sharing, conferencing, on-site visitations to elementary school campuses, hands-on experimental sessions, etc.

Support/Assistance Activities: The support/assistance activities consisted of the following: peer coaching, mentoring, networking and pre-post conferencing skills.

Collaboration with Other Agencies/Institutions: The project utilized external consultants from area universities to provide the teacher training activities. The universities represented by these consultants included Tarleton State University and University of Texas-Pan American.

Evaluation: The evaluation plan consisted of two components: (1) the local site-specific evaluation (conducted by Edinburg CISD) and (2) the overall project evaluation (conducted by the overall management/evaluation project). The project evaluation included qualitative and quantitative research-based data which measured the effectiveness and impact of all activities and resulting products. The evaluation design included research strategies, evaluation outcomes, instrumentation, Texas Teacher Appraisal System (TTAS) evaluations, and appropriate data analysis. The evaluation indicators for training and professional activities included the number of participants, the design and quality of the training activities, the impact of the activities in the classroom setting, the impact of activities on teacher performance, and the impact of activities on teacher retention rates. Instrumentation included workshop evaluations, attendance records, retention records, perceptions questionnaires, etc.. Summative evaluation was used to document beginning and ending program responses, perceptions, and performance of participants by program objective. The project's management objectives were assessed with multiple measures and observations in the areas of knowledge, attitudes and behaviors, process measures and observational scales included logs, attendance sheets checklist, documents, manuals, etc. The project utilized an ethnographic research methodology to study the effects of the program from a cultural perspective.

Contact: Dr. Elva G. Laurel, Curriculum Director, Edinburg Consolidated Independent School District, P. O. Drawer 990, Edinburg, Texas 78540, 512/383-0731.

Enhancing the Quality and Retention of Minority Teachers and Teachers In Critical Shortage Areas

PROJECT PROFILE

Project Site: Education Service Center-Region 10

Project Title: Enhancing the Quality and Retention of Minority Teachers Project

Project Location: Education Service Center-Region 10 is located in Richardson, Texas.

Type of Organization: Education Service Center-Region 10 is a regional education service center.

Program Setting: The program setting is urban and suburban. Four public school districts (Dallas ISD, Grand Prairie ISD, McKinney ISD and Wilmer-Hutchins ISD) and one non-public school (Catholic Diocese) were served by the project.

Program History: The service center implemented an ECIA Chapter 2-funded project for the attraction and retention of teacher education candidates during the 1988-89 school year. The project entitled, "Attracting And Retaining Quality Teacher Education Candidates" involved high school students from districts served by the service center. The new program involving the retention of minority teachers and was implemented in October 1989. The first year of implementation spanned the period of October 1, 1989 to September 30, 1990. The second year of implementation spanned the period of August 1, 1990 to August 31, 1991. The project provided a training program with a focus on collegial coaching procedures for first-year minority teachers and their support teachers.

Project Funding: The project was funded through an ESEA Chapter 2 grant awarded by the Texas Education Agency, Division of Teacher Education. The 1989-90 award was $45,000 and the 1990-91 award was $35,000.

Program Goals/Objectives: The three major goals of the project during the first year included the following: (1) to design and implement a training program focused on collegial coaching with a follow-up support system through conference rounds for minority first-year teachers and their support teachers; (2) to design and implement a support network and dissemination system regarding the project for local education agencies, other service centers, higher educational institutions, and professional organizations; (3) to evaluate and study the implementation of the collegial coaching process, the use of conference rounds and the effects of the program on enhancing the quality and retention of teachers.

During the first year of program implementation, six objectives narrowed the scope of work. These objectives included the following: (1) to design and implement a coaching assistance program for first-year minority teachers and support teachers; (2) to design a training component focused on learning needs and styles of diverse student

populations; (4) to develop a diagnostic teaching survey instrument to be used by school districts as a guide for teacher placements in staff development programs; (5) to implement follow-up assistance programs through problem solving facilitator sessions; and (6) to develop videotapes and project pamphlets for dissemination.

The major goals/objectives for the second year of the project included the following: (1) to select 10 teachers from 1989-90 to be trainers for staff development; (2) to train staff development trainees in presentation techniques and workshop content; (3) to select 20 additional support teachers; (4) to select 30 beginning teachers; (5) to administer the diagnostic skills assessment; (6) to conduct staff development on coaching, effective schools and learning styles for ethnically diverse populations using teacher trainers and 1989-90 videotapes; (7) to implement the coaching process; (8) to conduct training for principals on support techniques for coaching and on how to diagnose and meet the needs of new teachers; and (10) to develop beginning teacher handbook based on techniques employed by the project.

Program Leadership: Ms. Marilyn Price, Instructional Services Consultant, served as the Project Director of the project. Ms. Sandy Maddox is the Director of Instructional Services and Dr. Joe Farmer is Executive Director of the Education Service Center-Region 10.

Program Participants: During the 1989-90 program year, the program participants included 31 first-year minority teachers and 31 experienced support teachers; the total number of participants was 62. During the 1990-91 program year, the program participants included 44 first-year minority teachers, 41 experienced support teachers and 30 administrators; the total number of participants was 115.

Recruitment/Selection of First-Year Teachers: New teachers were identified and selected based on the following criteria: a first time teacher in participating school district(s) and a first-year teacher new to a participating school district(s). Each school district's personnel director was responsible for the selection and identification of each new teacher participant. The selected names were then forwarded to ESC-Region 10.

Recruitment/Selection of Support Teachers: Support teachers were identified and selected based on the following criteria: three to five years of teaching experience, Career Ladder Level II, recognition by supervisors and peers as an outstanding teacher, and history of being supportive and able to assist others. Each school district's personnel director or staff development director either met with or communicated to school principals the need for these teachers. Principals then met or communicated with teachers, selected them, and forwarded their names to district personnel. District personnel then forwarded the names to ESC-Region 10.

Matching Support Teachers and First-Year Teachers: Support teachers and first-year teachers were matched based on the following criteria: administrator recommendation.

Program Activities/Products: The activities and products of the program included the following: (1) orientation meetings/visits; (2) seminars on curriculum and effective teaching; (3) observations and analysis of teaching; (4) consultations by experienced

teachers; (5) release time & workload reduction; (6) conferences with teachers (pre-classroom, actual classroom and post-classroom observations); (7) videotapes; (8) diagnostic teaching skills instrument; (9) project pamphlet; and (10) evaluation report.

Training Activities: The training program focused on three major components: (1) collegial coaching procedures; (2) learning styles and needs of diverse student populations; and (3) effective school correlates. In the collegial coaching component each participating teacher studied and practiced coaching procedures in three formal staff development sessions. A minimum of 12 hours was delivered to participants via release time--after school and Saturdays; all participants were paid stipends of $100 for attendance. In the effective school correlates component participants received three hours of information on the research and practice of Ron Edmonds, S.C. Purkey, and M.S. Smith. The workshop session on learning styles and needs of diverse student populations, modification of current teaching materials, and modification of teaching strategies to enhance student learning.

The format for the training sessions included lectures, small group sessions, problem solving, role playing, assigned readings, and information sharing strategies. Most of the major training sessions were held at ESC-Region 10 while follow-up sessions were held at one site location for each participating district.

Support/Assistance Activities: The support/assistance activities consisted of the following: collegial coaching, mentoring, networking and pre-post conferencing skills.

Collaboration with Other Agencies/Institutions: ESC-Region 10 collaborated with four public school districts (Dallas ISD, Prairie ISD, McKinney ISD and Wilmer-Hutchins ISD) and one non-public school (Catholic Diocese).

Evaluation: The evaluation plan consisted of two components: (1) the local site-specific evaluation (conducted by ESC-Region 10) and (2) the overall project evaluation (conducted by the overall management/evaluation project). The project evaluation included qualitative and quantitative research-based data which measured the effectiveness and impact of all activities and resulting products. The evaluation design included research strategies, evaluation outcomes, instrumentation, Texas Teacher Appraisal System (TTAS) evaluations, and appropriate data analysis. The evaluation indicators for training and professional activities included the number of participants, the design and quality of the training activities, and the impact of the activities in the classroom setting, the impact of activities on teacher performance, and the impact of activities on teacher retention rates. Instrumentation included workshop evaluations, attendance records, retention records, perceptions questionnaires, etc.

Contact: Ms. Marilyn Price, Instructional Services Consultant, Education Service Center-Region 10, 400 East Spring Valley Road, Richardson, Texas 75083-1300, 214/231-6301

Enhancing the Quality and Retention of Minority Teachers And Teachers In Critical Shortage Areas

PROJECT PROFILE

Project Site: Houston Independent School District

Project Title: A Teacher Conservation Project

Project Location: Houston ISD is located in Houston, Texas.

Type of Organization: Houston ISD is a public school district.

Program Setting: The program setting is urban.

Program History: In collaboration with the University of Houston, the district field-tested an ECIA Chapter 2-funded project for the attraction and retention of teacher education candidates during the 1988-89 school year. The project entitled, "Attracting And Retaining Quality Teacher Education Candidates" involved 300 first-year teachers paired with 300 support teachers in Houston ISD. During the 1989-90 school year, Houston ISD expanded the university-district collaborative program to full pilot status involving about 700 trained support teachers paired with 700 first-year teachers. The new program involving the retention of minority teachers and teachers in critical shortage areas was added to the existing first-year teacher pilot program in October 1989 to provide more intensive assistance and support for new teachers. The first year of implementation for the Teacher Conservation Project spanned the period of October 1, 1989 to September 30, 1990. The second year of implementation spanned the period of August 1, 1990 to August 31, 1991. The project provided a support and assistance program focused on effective schools for diverse populations.

Project Funding: The project was funded through an ESEA Chapter 2 grant awarded by the Texas Education Agency, Division of Teacher Education. The 1989-90 award was $45,000 and the 1990-91 award was $35,000. Additional in-kind or matching funds were contributed by the district.

Program Goals/Objectives: The project consisted of three major components which included the following: (1) technical assistance training including (a) the coaching/assistance program that extends from classroom to the General Superintendent's office and (b) a training program and materials which includes the first-year teacher, support teacher, and principals; (2) support network and dissemination including (a) collaborative arrangements with various organizations and institutions of higher education and (b) a major dissemination activity involving a Best Practices Casebook with a videotape to be shared with area school districts and institutions; and (3) evaluation design including context, process and product variables.

The major goals/objectives of the project including the following: (1) to ensure quality instruction for students of the specified categories of first-year teachers by improving their effectiveness through a structured, systematic professional development and

support program that (a) promoted beginning teachers' professional and personal well-being, (b) assisted beginning teachers in achieving a successful first year in the profession, and (c) enhanced beginning teachers' socialization into the profession; (2) to effect on-going improvement in the quality of instruction for all students by increasing the retention rate of promising first-year teachers; (3) to strengthen the collaboration between and among area universities and the Houston ISD for the improvement of the educational program in both settings; and (4) to implement a subcomponent focused on minority teachers, early childhood teachers, bilingual/ESL teachers, and special education teachers as a part of the pilot program that will serve as a model for the 1991 state-mandated program under Texas Senate Bill 994.

Project Leadership: Dr. Teddy A. McDavid, Director of the Bureau of District-University Relations, served as the Project Director of the project. Central administrative support for the project was provided by Dr. Joan Raymond, General Superintendent of Houston ISD; Ms. Kay Killough, Deputy Superintendent of Instruction; and Dr. Kaye Stripling, Assistant Superintendent for Professional Development. Dr. W. Robert Houston, Professor and Associate Dean for Academic Affairs of the University of Houston's College of Education, served as the Principal Investigator for the project evaluation activities.

Program Participants: During the 1989-90 program year, the program participants included 645 first-year minority teachers and/or critical shortage area teachers and 645 experienced support teachers; the total number of participants was 1,390. In addition, the project served 191 alternative certification teachers and 191 support teachers matched with them. During the 1990-91 program year, the program participants included 540 first-year minority teachers and/or teachers in critical shortage areas (25 with special education assignments, 60 with bilingual education assignments and 24 with ESL assignments), 540 experienced support teachers and campus administrators; the total number of participants was 1,080 first-year and support teachers plus campus administrators. The focus of the assistance/support activities were first-year minority teachers and teachers in the critical shortage areas of bilingual eduction, English as a Second Language (ESL), early childhood education and special education.

Recruitment/Selection of First-Year Teachers: New teachers were identified and selected based on the following criteria: a teacher beginning a first year of teaching (whether prepared by a Texas teacher training institution or an out-of-state institution) and teachers who have no experience as teacher of record (minority teachers, bilingual/ESL teachers, early childhood teachers, and special education teachers). Eligible teachers hired after October were allowed to participate in make-up sessions though they must complete a 12-month training cycle.

Recruitment/Selection of Support Teachers: Support teachers were identified and selected based on the following criteria: Career Ladder Level II; demonstrate superior abilities and competencies as a classroom teacher; well-regarded by peers as a professional; demonstrate ease in establishing collegiality with others; exhibit specific qualities (confidence, security, flexibility, altruism, warmth, caring, and sensitivity to the needs of others); and interest and willingness to acquire and improve upon the technical and personal skills needed to promote the professional success

and personal growth of the new teacher. Support teachers received a $300 stipend through project funds.

Matching Support Teachers and First-Year Teachers: Support teachers and first-year teachers were matched based on the following criteria: administrator recommendation, teacher choice, grade level, content area, proximity of classrooms, and non-instructional duty time schedule.

Program Activities/Products: The activities and products of the program included the following: (1) orientation meetings/visits; (2) seminars on curriculum and effective teaching; (3) observations and analysis of teaching; (4) consultations by experienced teachers; (5) conferences with teachers (pre-post); (6) team teaching; (7) videotapes; (8) Best Practices Casebook; (9) training packets; (10) end-of-project conference/workshop; (11) research studies; (12) organizational model and delivery system for professional development; (13) district-wide support teacher workshop; (14) district-wide support teacher/first-year teacher workshop; (15) mini-workshops for support teachers and first-year teachers; and (16) directory of resources.

Training Activities: The training program focused on four major components: (1) effective schools programs; (2) learning styles and needs of diverse student populations; (3) effective school correlates; and (4) materials development. The training and support team consisted of experienced support teachers, professional development specialist, curriculum specialists and district administrators. The Director of District-University Relations conducted project-related training sessions for district superintendents, instructional specialists and principals. The professional development specialist constitute the first line of support for experienced support teachers and a secondary line of support to first-year teachers. The specialist received training about twice weekly throughout the school year. Support teachers were trained prior to their assignments to first-year teachers. Training topics for support teachers included (1) communication and conferencing skills, (2) observation techniques, (3) models of instruction, (4) the teacher's role in addressing the effective school correlates, and (5) specialized training in the Texas Teacher Appraisal System (TTAS). Each semester the 14 professional development specialists planned and implemented at least four scheduled, content-focused, mini-workshops for support teachers and their matched first-year teachers. The workshops were held after school in the district's respective administrative districts.

Assisted by staff development and curricula administrators, the professional development specialists developed 42 training packets. Each packet followed a prescribed sequential arrangement, with accompanying scripts for presenters, handouts, and transparency masters.

A Teacher Conservation Subcommittee periodically reviewed the activities of the project. The subcommittee was chaired by the Project Director and included the University of Houston Associate Dean and Houston ISD's Assistant Superintendent for Pupil Services, Director of Psychological Services, Director of Early Childhood Programs, Director of Alternative Certification, Director of Special Education Program Development and Coordination, and Director of Teacher Training.

Support/Assistance Activities: The support-assistance activities consisted of the following: networking and coaching/mentoring.

Collaboration with Other Agencies/Institutions: Houston ISD collaborated with the University of Houston, College of Education. The project also made presentation to area universities and other institutions.

Evaluation: The evaluation plan consisted of two components: (1) the local site-specific evaluation (conducted by Houston ISD and the University of Houston) and (2) the overall project evaluation (conducted by the overall management/evaluation project). The project evaluation included qualitative and quantitative research-based data which measured the effectiveness and impact of all activities and resulting products. The evaluation design included research strategies, evaluation outcomes, instrumentation, Texas Teacher Appraisal System (TTAS) evaluations, and appropriate data analysis. The evaluation indicators for training and professional activities included the number of participants, the design and quality of the training activities, and the impact of the activities in the classroom setting, the impact of activities on teacher performance, and the impact of activities on teacher retention rates. Instrumentation included workshop evaluations, attendance records, retention records, perceptions questionnaires, etc.

The Principal Investigator was primarily responsible for local site-specific evaluation activities. The evaluation design included three classes of variables germane to outcomes of the project: context variables, process variables and product variables. Information on the participating support teachers' and first-year teachers' personal characteristics was obtained through self-assessment forms and interviews by evaluation staff. A discrepancy analysis was completed to provide a comparison of perceptions of role expectations and role perceptions of both beginning teachers and experienced support teachers. Fourteen research study reports were completed during the first year with an equal number to be produced during the second year.

Contact: Dr. Teddy A. McDavid, Director of the Bureau of University-District Relations, Houston ISD, 3233 Wesleyan, Houston, Texas 77027-5838, 713/892-6924.

Enhancing the Quality and Retention of Minority Teachers and Teachers In Critical Shortage Areas
PROJECT PROFILES

Project Site: Intercultural Development Research Association (IDRA)

Project Title: Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas (EQRMT/TCSA)

Project Location: IDRA is located in San Antonio, Texas.

Type of Organization: IDRA is a non-profit organization.

Program Setting: The program setting is urban and rural. Five public school districts in the San Antonio metropolitan area (Edgewood ISD, Harlandale ISD, North East ISD, Somerset ISD and South San Antonio ISD) were served by the project. (Northeast ISD was added to the project in the second year of implementation).

Program History: The new program involving the retention of teachers in the critical shortage area of bilingual education was implemented in October 1989. The first year of implementation spanned the period of October 1, 1989 to September 30, 1990. The second year of implementation spanned the period of of August 1, 1990 to August 31, 1991. The project provided a training program with a focus on bilingual education strategies and effective observation and conferencing strategies.

Project Funding: The project was funded through an ESEA Chapter 2 grant awarded by the Texas Education Agency, Division of Teacher Education. The 1989-90 award was $45,000 and the 1990-91 award was $35,000. Additional in-kind or matching funds were contributed by IDRA. Participating school districts provided release time for teachers.

Program Goals/Objectives: The three major components of the project included the following: (1) to design and implement a training program for support teachers who assist first-year bilingual teachers; (2) to design and implement a support network and dissemination system; and (3) to design and implement evaluation activities to measure the effectiveness and impact of project activities and products.

During the first year of program implementation, program objectives included the following: (1) to provide training in the use of bilingual education strategies and practices; (2) to develop a support network for the participants; and (3) to design and implement an evaluation process to measure the impact of the activities on the participants.

The major goals/objectives for the second year of the project included the following: (1) to provide training to support teachers and administrators in the use of bilingual education strategies, and effective observation and conferencing strategies and (2) to strengthen the support network of support teachers and administrators through a series of meetings and bulletins.

Program Leadership: Dr. Frank Gonzales, Education Specialist, served as the Project Director of the project. Ms. Yolanda Garcia served as the Project Evaluator. Dr. Abelardo Villarreal is the Director of the Training Division. Dr. José A. Cárdenas is Executive Director of the Intercultural Development Research Association.

Program Participants: During the 1989-90 program year, the program participants included 29 first-year bilingual education teachers and 29 experienced support teachers the total number of participants was 58. During the 1990-91 program year, the program participants included 15 first-year bilingual education teachers, 17 experienced support teachers and 14 administrators; the total number of participants was 46.

Recruitment/Selection of First-Year Teachers: New teachers were identified and selected based on the following criteria: a first year teacher assigned to a bilingual classroom or teachers with previous teaching experience but assigned to a bilingual classroom for the first time. The Director of Bilingual Education or Director of Federal Programs in each participating district was instrumental in disseminating the applications. Each participant submitted a biographical data sheet. An initial screening was done by the Project Director. Final selection was made in consultation with the directors of the various school districts. Beginning teachers were provided release time from their classrooms by the participating districts.

Recruitment/Selection of Support Teachers: Support teachers were identified and selected based on the following criteria: knowledge of teaching; possess competency as judged by Texas Teacher Appraisal System; three or more years of teaching experience; demonstrate appropriate teacher/pupil interaction; maintenance of a positive and attractive learning environment; demonstrate competency in using a variety of teaching strategies; expertise in bilingual education; compilation of a variety of bilingual teaching/learning materials; participation in workshops addressing the needs of LEP students; formulation of a philosophy and articulation of principles of teaching bilingual students; communication/emphatic skills; demonstrate good listening skills; ability to establish positive/caring working relationships; exhibit patience; use emphatic skills during stressful episodes; and possess a teaching vocabulary and language to describe teaching practices. Support teachers were provided a stipend of $300 and were reimbursed mileage to the meetings.

Matching Support Teachers and First-Year Teachers: Support teachers and first-year teachers were matched based on the following criteria: administrator recommendation. Campus principals were asked to identify a support teacher for each beginning teacher.

Program Activities/Products: The activities and products of the program included the following: (1) seminars on curriculum and effective teaching; (2) observations and analysis of teaching; (3) consultations by experienced teachers; (4) team teaching; (5) conferences with teachers; (6) newsletters (informational brochures); (7) sharing sessions; (8) bilingual instructional materials library; and (9) evaluation report.

Training Activities: The training program focused on four major components: (1) bilingual education strategies and practices, (2) learning styles and needs of diverse

student populations, (3) effective school correlates, and (4) effective school programs. Support teachers received 21 hours of training and beginning teachers received 15 hours of training. The training sessions were held in facilities provided by the participating school districts during school hours. Workshop I was provided for support teachers only and covered the topics of coaching strategies, effective school correlates and Texas Education Agency time and treatment procedures for LEP students. Sharing Session A covered language acquisition processes. Sharing Session B dealt with learning styles and motivational techniques for LEP students. Sharing Session C covered observation techniques, and Texas Teacher Appraisal System (TTAS). Sharing Session D provided information on whole language instruction in the content areas. Workshop II involved cooperative learning techniques. Each training session involved lectures, small group discussion, problem solving, and sharing strategies. All training provided by the Project Director or IDRA staff.

Each support teacher was required to have a minimum of one intervention per week with their beginning teachers. Support teachers also observed three lessons taught by the beginning teacher and provided constructive feedback using coaching strategies. Beginning teachers were encouraged to observe their support teacher as often as possible.

Library and instructional materials were provided through the IDRA lending library. Open-house checkout sessions for the library were held on two Saturdays during the school year. Six bulletins, El Enganche/The Link, were mailed to the participants and their principals during the school year.

Support/Assistance Activities: The support/assistance activities consisted of the following: mentoring and networking.

Collaboration with Other Agencies/Institutions: IDRA collaborated with five San Antonio area public school districts (Edgewood ISD, Harlandale ISD, North East ISD, Somerset ISD and South San Antonio ISD). Fourteen campuses received support training and support from the project.

Evaluation: The evaluation plan consisted of two components: (1) the local site-specific evaluation (conducted by IDRA) and (2) the overall project evaluation (conducted by the overall management/evaluation project). The project evaluation included qualitative and quantitative research-based data which measured the effectiveness and impact of all activities and resulting products. The evaluation design included research strategies, evaluation outcomes, instrumentation, Texas Teacher Appraisal System (TTAS) evaluation, and appropriate data analysis. The evaluation indicators for training and professional activities included the number of participants, the design and quality of training activities, the impact of the activities in the classroom setting, the impact of activities on teacher performance, and the impact of activities on teacher retention rates. Instrumentation included workshop evaluations, attendance records, retention records, perceptions questionnaires, etc.

Contact: Dr. Frank Gonzales, Education Specialist, Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, Texas 78228, 512/684-8180.

Enhancing the Quality and Retention of Minority Teachers And Teachers In Critical Shortage Areas

PROJECT PROFILE

Project Site: Laredo State University

Project Title: Support Teacher Training Project

Project Location: Laredo State University is located in Laredo, Texas.

Type of Organization: Laredo State University is an institution of higher education.

Program Setting: The program setting is urban. Two public school districts in Laredo (Laredo ISD and United ISD) and two non-public/private schools (Blessed Sacrament School and United Day School) were served by the project.

Program History: The new program involving the retention of minority teachers and teachers in critical shortage areas was implemented in October 1989. The first year of implementation spanned the period of October 1, 1989 to September 30, 1990. The second year of implementation spanned the period of August 1, 1990 to August 31, 1991. The project provided a training program with a focus on training support teachers who would directly assist and positively impact beginning teachers who lack the knowledge and skills necessary to interact with students from diverse backgrounds.

Project Funding: The project was funded through an ESEA Chapter 2 grant awarded by the Texas Education Agency, Division of Teacher Education. The 1989-90 award was $41,495 and the 1990-91 award was $35,000.

Program Goals/Objectives: The four major goals of the project included the following: (1) to provide training in the effective domain for support teachers to assist and retain beginning teachers; (2) to identify and utilize a modified cycle of supervision (leadership training) with support teachers to systematically assist beginning teachers; (3) to train support teachers on the Teacher Expectations and Student Achievement (TESA) Program to initiate and serve as observers/observees and peer coaches to beginning teachers; (4) to build a collaborative professional and mutual relationship among support teachers, principals (from participating schools) and faculty and administration from Laredo State University; and (5) to evaluate the project using formative and summative measures.

The major goals/objectives of the project including the following: (1) recruitment and selection of program participants; (2) development and distribution of brochure; (3) development, formulation and distribution of newsletters; (4) development and conduct of Workshop I and Workshop II; (4) conduct seven training seminars in the areas of effective domain, learning styles, TESA, child development, cultural awareness, supervision, and effective teaching practices; and (5) to visit and provide assistance to support experienced support teachers and beginning teachers.

Project Leadership: Mr. Romeo J. Romero, Visiting Assistant Professor, Division of Teacher Education and Psychology, served as the Project Director of the project. Dr. Juan Lira is Chair of the Division of Teacher Education and Psychology.

Program Participants: During the 1989-90 program year, the program participants included 38 first-year teachers from participating schools and 38 experienced support teachers; the total number of participants was 76. During the 1990-91 program year, the program participants included 22 first-year experienced support teachers and 14 administrators; the total number of participants was 58.

Recruitment/Selection of First-Year Teachers: New teachers were identified and selected based on the following criteria: a first-year teacher assigned to a participating school district and a first time teacher in the Laredo area (particularly individuals from other states who might experience "cultural shock"). The cooperating school districts utilized their current policies regarding the recruitment of minority teachers and teachers in critical shortage areas.

Recruitment/Selection of Support Teachers: Support teachers were identified and selected based on the following criteria: possess a degree, certification in the area where assistance will be provided, three to five years of successful teaching experience, Career Ladder Level II or above, recommendation from principal, recommendation from two teachers on the same campus, and willingness to commitment in writing to support and assist at least three beginning teachers in the same building.

Matching Support Teachers and First-Year Teachers: Support teachers and first-year teachers were matched based on the following criteria: administrator recommendation.

Program Activities/Products: The activities and products of the program included the following: (1) orientation meetings/visits; (2) seminars on curriculum and effective teaching; (3) consultations by experienced teachers; and (4) newsletter and brochures.

Training Activities: The training program focused on four major components: (1) training in the effective domain for support teachers to assist and retain beginning teachers; (2) identifying and utilizing a modified cycle of supervision (leadership training) with support teachers to systematically assist beginning teachers; (3) training support teachers on the Teacher Expectations and Student Achievement (TESA) program to initiate and serve as observers/observees and peer coaches to beginning teachers; and (4) assisting in building a collaborative, professional relationship among support teachers, beginning teachers, and principals (from the participating schools) with faculty and administration from Laredo State University.

Support/Assistance Activities: The support-assistance activities consisted of the following: mentoring and networking.

Collaboration with Other Agencies/Institutions: Laredo State University collaborated with two public school district in Laredo (Laredo ISD and United ISD) and two non-public/private schools (Blessed Sacrament School and United Day School).

Evaluation: The evaluation plan consisted of two components: (1) the local site-specific evaluation (conducted by IDRA) and (2) the overall project evaluation (conducted by the overall management/evaluation project). The project evaluation included qualitative and quantitative research-based data which measured the effectiveness and impact of all activities and resulting products. The evaluation design included research strategies, evaluation outcomes, instrumentation, Texas Teacher Appraisal System (TTAS) evaluations, and appropriate data analysis. The evaluation indicators for training and professional activities included the number of participants, the design and quality of the training activities, the impact of the activities in the classroom setting, the impact of activities on teacher performance, and the impact of activities on teacher retention rates. Instrumentation included workshop evaluations, attendance records, retention records, perceptions questionnaires, etc.

In order to measure project effectiveness, the local evaluation design employed both formative and summative evaluation techniques. An evaluation criterion was established for each of the program objectives to allow the project staff to assess each objective as it was accomplished and to apply immediate corrective action when necessary.

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Enhancing the Quality and Retention of Minority Teachers And Teachers In Critical Shortage Areas
PROJECT PROFILE

Project Site: University of North Texas

Project Title: Teacher Retention Project

Project Location: University of North Texas is located in Denton, Texas.

Type of Organization: University of North Texas is an institution of higher education.

Program Setting: The program setting is rural. One public school district (Denton ISD) was served by the project.

Program History: The university implemented an ECIA Chapter-2 funded project for the attraction and retention of teacher education candidates during the 1987-88 school year. The project entitled, "Strengthening the Quality of Candidates in Teacher Education" was funded in the spring of 1988. The new program involving the retention of minority teachers and teachers in critical shortage areas was implemented in October 1989. The first year of implementation spanned the period of October 1, 1989 to September 30, 1990. The second year of implementation spanned the period of August 1, 1990 to August 31, 1991. The project provided a training program which resulted in the development of a staff development model. The Collegial Consultation Model (CCM) was developed based on Another Set of Eyes: Conferencing Skills, a clinical supervision program published by the Association of Supervision and Curriculum Development (ASCD).

Project Funding: The project was funded through an ESEA Chapter 2 grant awarded by the Texas Education Agency, Division of Teacher Education. The 1989-90 award was $44,522 and the 1990-91 award was $35,000.

Program Goals/Objectives: The project was designed to train experienced teachers as potential support colleagues for beginning minority and critical shortage area teachers. The major goals/objectives of the project included the following: (1) to design and implement a training program in coaching techniques for experienced teachers for the purpose of enhancing the quality and retention of first-year minority and critical shortage area teachers; (2) to document and analyze the implementation of a collegial consultation training program and its impact on beginning and experienced teachers; and (3) to disseminate a model training program for the retention of beginning minority and critical shortage area teachers within the North Texas region.

Implementation of the project was designed around nine enabling activities/tasks which included the following: (1) to design and implement effective collegial consultation training program for first-year minority teachers as well as teachers in critical shortage areas; (2) to design and coordinate the implementation of the collegial consultation project with the participating school district; (3) to provide opportunities for

collegial consultation groups to receive feedback on their coaching activities; (4) to communicate the project design to the overall management/evaluator; (5) to develop a packet of resource materials for first-year teachers; (6) to disseminate the project description and results on a statewide basis; (7) to develop a workshop model that focuses on the results of the project evaluation and explore other dissemination avenues; (8) to refine the proposed formative and summative evaluation design; and (9) to implement the evaluation design.

Project Leadership: Dr. Gloria Contreras, Professor of Education and Vice-President for Multicultural Affairs, served as the Project Director of the Teacher Retention Project. Dr. Joann Canales, Assistant Professor of Education and Director of the Center of Collaborative Research, served as Project Evaluator during the first year of the project. Dr. Will Nicklas, Assistant Professor of Education, served as the Project Coordinator. Mr. Mark Elder is Assistant Vice-President for Research at the University of North Texas. Mr. Daniel Glaser, Research Assistant, was responsible for overseeing the video-taping of support teacher-beginning teacher consultations. During the second year of program implementation, Dr. Dean Anthony, Director of Elementary Education at Denton ISD, served as the Project Evaluator.

Program Participants: During the 1989-90 program year, the program participants included 6 first-year minority and critical shortage area teachers and 29 experienced support teachers; the total number of participants was 35. During the 1990-91 program year, the program participants included 18 first-year teachers, 17 experienced support teachers and administrators; the total number of participants was 35. The focus of the assistance/support activities were first-year minority teachers and teachers in the critical shortage areas of Science, English as a Second Language (ESL) and Special Education. (The initial application focused on serving bilingual education teachers in Ft. Worth Independent School District).

Recruitment/Selection of First-Year Teachers: New teachers were identified and selected based on the following criteria: a first time minority and/or critical shortage area teacher. The identification and selection procedure was administered through the office of Denton ISD's Director of Elementary Education. The objective of the project was to identify and involve all first-year minority and critical shortage area teachers in the areas of Science, ESL and Bilingual Education, Special Education, Early Childhood Education, and Mathematics. Involvement in the project was strictly voluntary.

Recruitment/Selection of Support Teachers: The identification and selection procedure for support teachers was administered through the office of the Director of Elementary Education. As with first-year teachers, participation was voluntary. The first group of support teachers were identified and selected based on the following criteria: campus principal identification of a "compatible" support teacher (based on his/her judgement of an individual's capacity to "coach/mentor" a given beginning teacher in the profession). Support teachers received a $200 stipend.

The following criteria was used to select a second group of support teachers: Career Ladder II with exhibited leadership traits, experience as teacher-trainer, and interest in supervision.

Matching Support Teachers and First-Year Teachers: Support teachers and first-year teachers were matched based on the following criteria: administrator recommendation, grade level, content area, and proximity of classroom.

Program Activities/Products: The activities and products of the program included the following: (1) orientation meetings/visits; (2) seminars on curriculum and effective teaching; (3) observations and analysis of teaching; (4) consultations by experienced teachers; (5) release time & workload reduction; (6) team teaching; (7) conferences with teachers (pre & post); (8) video-taping of support beginning teacher consultations; (9) development of a collegial consultation model for first-year teachers' conferencing, observation and self-assessment skills; and (10) evaluation report.

Training Activities: During the first year of implementation, the training activities were divided into two rounds/cycles: (1) involving teams of six first-year teachers and six support teachers over the course of the school year and (2) involving an additional 23 support teachers during the summer. The topics covered in both cycles were essentially the same with the major differences being that the second cycle teachers benefitted from the experiences of first cycle teachers and the time frame of the training program.

The training program was centered around the Collegial Consultation Model (CCM) developed solely for the joint venture between the university and the district. The CCM borrowed heavily from the clinical supervision work of Arthur Costa and Robert Garmston which was synthesized in Another Set of Eyes: Conferencing Skills and Another Set of Eyes: Techniques for Classroom Observations published by the Association of Supervision and Curriculum Development. Support colleagues were trained in the area of conferencing techniques, including trust building, questioning, responding, and empowering skills. Once these skills were presented and discussed with the project participants, the training provided a demonstration of coaching/collegial conferencing process in action. The collegial consultation process revolved around a pre-conference, classroom observation and a post-conference.

Support/Assistance Activities: The support-assistance activities consisted of the following: collegial coaching, mentoring, networking and pre-post conferencing skills.

Collaboration with Other Agencies/Institutions: University of North Texas collaborated with Denton ISD in the implementation of the support assistance program for new teachers. The Collegial Consultation Model first presented to the Special Projects personnel of the Education Service Center-Region XI in Fort Worth in the Spring of 1990. As a result of that meeting the CCM will be incorporated into the Region XI Alternative Certification Program for Special Education in the Summer of 1991.

Evaluation: The evaluation plan consisted of two components: (1) the local site-specific evaluation (conducted by University of North Texas) and (2) the overall project evaluation (conducted by the overall management/evaluation project). The project evaluation included qualitative and quantitative research-based data which measured the effectiveness and impact of all activities and resulting products. The evaluation

design included research strategies, evaluation outcomes, instrumentation, Texas Teacher Appraisal System (TTAS) evaluations, and appropriate data analysis. The evaluation indicators for training and professional activities included the number of participants, the design and quality of the training activities, the impact of the activities in the classroom setting, the impact of activities on teacher performance, and the impact of activities on teacher retention rates. Instrumentation included workshop evaluations, attendance records, retention records, perceptions questionnaires, etc. The project's evaluation design included the video-taping of support teacher and beginning teacher conferencing and the collection of other qualitative data.

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Enhancing the Quality and Retention of Minority Teachers And Teachers In Critical Shortage Areas

PROJECT PROFILE

Project Site: University of Texas at El Paso

Project Title: Far West Texas Support Teacher Training Project

Project Location: University of Texas at El Paso is located in El Paso, Texas.

Type of Organization: University of Texas at El Paso is an institution of higher education.

Program Setting: The program setting is rural, urban and suburban. Six public school districts (Clinton ISD, Canutillo ISD, El Paso ISD, San Elizario ISD, Socorro ISD and Fabens ISD) were served by the project. Fabens ISD was added during the second year of the project and was the main focus of project activities during that year.

Program History: The university implemented an ECIA Chapter-2 funded project for the attraction and retention of teacher education candidates during the 1988-89 school year. The project entitled, "Attracting And Retaining Quality Teacher Education Candidates" involved teacher education candidates in the Education Service Center-Region XIX area. The new program involving the retention of minority teachers and teachers in critical shortage areas was implemented in October 1989. The first year of implementation spanned the period of October 1, 1989 to September 30, 1990. The second year of implementation spanned the period of August 1, 1990 to August 31, 1991. The project provided a training program focused on training experienced teachers to provide support to beginning teachers, especially minority group members and teachers in critical shortage areas in ESC-Region XIX. A Steering Committee selected from the larger Alternative Certification Administrators Committee was established to plan the support assistance program. The Steering Committee had two major tasks: (1) planning and selecting participants for support teacher training sessions and (2) supervising the development of support teacher training materials.

Project Funding: The project was funded through an ESEA Chapter 2 grant awarded by the Texas Education Agency, Division of Teacher Education. The 1989-90 award was $29,555 and the 1990-91 award was $35,000.

Program Goals/Objectives: The major goals/objectives of the project included the following: (1) to provide expert advisors, information, and a variety of perspectives for planning the support teacher component of a beginning teacher support assistance program in local school districts; (2) to train a core group of support teachers and staff development personnel--primarily minority group members and teachers in critical shortage areas--to serve as support teachers and later be available as resource persons in their own schools, for training of additional support teachers; (3) to develop and disseminate materials that would be used by schools in the region to train additional support teachers; (4) to use and enhance the already well-established support network of school administrators, university-based educators, and regional

service center personnel to collaborate on the design and evaluation of the pilot support teacher program; and (5) to cooperatively plan and implement an evaluation design which focused on the effects of the support teacher training program on participants.

During the second year of the project, the major goals/objectives of the program included the following: (1) to better equip support teachers to assist new teachers; (2) to better equip campus administrators to assist new teachers; (3) to assist experienced support teachers to develop materials and inservice presentations for other support teachers and for new teachers; (4) to provide opportunities for second-year entry cycle teachers to observe and provide feedback on teaching strategies; and (5) to direct assistance to first-year minority teachers and teachers in critical shortage areas.

Project Leadership: Dr. Josefina V. Tinajero, Assistant Dean of the College of Education, served as the Project Director during the first year of program implementation. Ms. Barbara Fechner served as the Project Coordinator during the 1989-90 program year. Ms. Birdie Riddick Avant, Director of Student Teaching, served as the Project Director during the second year of program implementation. Dr. Jon M. Englehardt is Dean of The College of Education.

Program Participants: During the 1989-90 program year, the program participants included 43 first-year minority and critical shortage area teachers and 48 experienced support teachers; the total number of participants was 91. During the 1990-91 program year, the program participants included 20 first-year teachers, 20 experienced support teachers and administrators; the total number of participants was 40. The focus of the assistance/support activities were first-year minority teachers and teachers in the critical shortage areas of Science, Mathematics, Bilingual Education, English as a Second Language (ESL) and Special Education, and Early Childhood Education.

Recruitment/Selection of First-Year Teachers: New teachers were identified and selected based on the following criteria: a first time minority and/or critical shortage area teacher.

Recruitment/Selection of Support Teachers: Support teachers were nominated by their participating school districts to receive training along with staff development personnel. The Steering Committee selected the participants with a preference given to teachers who were members of minority groups or teachers in critical shortage areas. Support teachers were paid an honoraria of $400 for their participation in the training and support activities.

Matching Support Teachers and First-Year Teachers: Support teachers and first-year teachers were matched based on the following criteria: administrator recommendation, teacher choice, grade level, content area, teaching style, interest and personality.

Program Activities/Products: The activities and products of the program included the following: (1) orientation meetings/visits; (2) consultations by experienced teachers; (3) conferences with teachers (pre & post); (4) training packets; (5) dissemination of training packets; and (6) evaluation report.

Training Activities: A major thrust of the project was the development of support teacher training materials for use by university teacher educators, education service center personnel and school district administrators and the subsequent dissemination of these materials through the support network established by the project. Based on the content of the Spring 1990 training sessions, a packet of support training materials were developed including handouts and visuals that could be used by administrators and staff developers. Two national experts on teacher induction programs (Dr. Sandra J. Odell and Dr. Leslie Huling-Austin) were brought to El Paso to make presentations at a mini-conference and to work with the Alternative Certification Administrators Committee. These experts addressed such issues as research on induction programs, support needs of new teachers, needs of support teachers, and methods for assigning and providing incentives for support teachers. Training sessions were held on Saturdays. The content of the beginning teacher support materials which support teachers learned to use with beginning teachers was based on the following principles from research: (1) effective schools; (2) effective classroom teaching practices including the evaluation of student learning; and (3) meeting the needs of students in heterogeneous classrooms.

Support/Assistance Activities: The support-assistance activities consisted of the following: peer coaching, mentoring, networking and pre-post conferencing skills.

Collaboration with Other Agencies/Institutions: University of Texas at El Paso collaborated with six public school districts (Clint ISD, Canutillo ISD, El Paso ISD, San Elizario ISD, Socorro ISD and Fabens ISD). Fabens ISD was added during the second program year while the remaining five districts served during the first year of program implementation. UT-El Paso also collaborated with the Education Service Center-Region XIX.

Evaluation: The evaluation plan consisted of two components: (1) the local site-specific evaluation (conducted by University of Texas at El Paso) and (2) the overall project evaluation (conducted by the overall management/evaluation project). The project evaluation included qualitative and quantitative research-based data which measured the effectiveness and impact of all activities and resulting products. The evaluation design included research strategies, evaluation outcomes, instrumentation, Texas Teacher Appraisal System (TTAS) evaluations, and appropriate data analysis. The evaluation indicators for training and professional activities included the number of participants, the design and quality of the training activities, the impact of the activities in the classroom setting, the impact of activities on teacher performance, and the impact of activities on teacher retention rates. Instrumentation included workshop evaluations, attendance records, retention records, perceptions questionnaires, etc.

The project's evaluation design focused on two levels of impact: (1) the effects on decision-making and implementation of beginning teacher support programs by the participating school districts and (2) the effects of the support teacher training session on participants.

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Enhancing the Quality and Retention of Minority Teachers And Teachers In Critical Shortage Areas

PROJECT PROFILE

Project Site: Ysleta Independent School District

Project Title: Project Reach-Out

Project Location: Ysleta ISD is located in El Paso, Texas.

Type of Organization: Ysleta ISD is a public school district.

Program Setting: The program setting is urban.

Program History: The new program involving the retention of minority teachers and teachers in critical shortage area was implemented in October 1989. The first year of implementation spanned the period of October 1, 1989 to September 30, 1990. The second year of implementation spanned the period of August 1, 1990 to August 31, 1991. The purpose of the project was to design, implement and evaluate a training program with follow-up support activities for support teachers of first-year minority and critical shortage area teachers in Ysleta ISD. The project was based on research studies of beginning teacher support programs, effective staff development programs, implementation of change, education of minority students, and the district's on-going study on cooperative learning, instructional strategies, and collaborative schools.

Project Funding: The project was funded through an ESEA Chapter 2 grant awarded by the Texas Education Agency, Division of Teacher Education. The 1989-90 award was $45,000 and the 1990-91 award was $35,000.

Program Goals/Objectives: The three major goals of the project during the first year included the following: (1) to design and implement a training program with follow-up support system for support teachers and minority/critical shortage area new teachers for the purpose of enhancing the quality and retention of first-year minority/critical shortage area beginning teachers; (2) to design and implement a support network and a dissemination system for continued refinement and implementation of the program to improve instruction and continuous professional growth; and (3) to document and study the implementation of the training/follow-up support program and its products on minority/critical shortage new teachers and their support teachers.

During the first year of the program implementation, six objectives narrowed the scope of work. These objectives included the following: (1) to implement a peer coaching program for experienced teachers and first-year minority/critical shortage teachers; (2) to develop capacity building through the training components; (3) to develop materials for the project's activities; (4) to establish a collaborative network among project participants, institutions of higher education, service centers, local educational agencies, and professional education associations, and disseminate the project's

information; (5) to measure the impact and effectiveness of all activities and resulting products; and (6) to improve teachers' quality of thought through group decision-making and problem solving processes.

The major goals/objectives for the second year of the project included the following: (1) to establish a collaborative climate whereby experienced teachers were able to assist beginning teachers; (2) to integrate effective school correlates into the teaching repertoire of participants; (3) to develop and use peer coaching skills in order to enhance the quality of teaching; (4) to develop materials for the project; and (5) to measure the impact and effectiveness of all activities and resulting products.

Project Leadership: Ms. Alicia Parra, Staff Development Director, served as Project Director of the project. Dr. Margarita Calderon, Training and Research Consultant, served as the Assistant Project Director of the project. Dr. Mauro Reyna was Superintendent of Ysleta ISD.

Program Participants: During the 1989-90 program year, the program participants included 26 first-year minority and critical shortage area teachers and 24 experienced support teachers; the total number of participants was 50. During the 1990-91 program year, the program participants included 30 first-year minority teachers and teachers in critical shortage areas, 30 experienced support teachers and administrators; the total number of participants was 60 support and first-year teachers. The focus of the assistance/support activities are first-year minority teachers and teachers in the critical shortage areas of Bilingual Education, English as a Second Language (ESL) and Special Education.

Recruitment/Selection of First-Year Teachers: New teachers were identified and selected based on the following criteria: minority and/or critical shortage area teachers and first-year teachers (with zero experience). Participation by first-year teachers, minority and critical shortage area teachers (MCTs) was on a voluntary basis. New teachers were selected by their respective principals on the basis of the above criteria and upon their willingness to commit themselves to various responsibilities required by the project. Responsibilities of new teachers included the following: (1) attend scheduled project meetings; (2) present 30-minute lesson once a month to support teacher; (3) observe support teacher for 30-minute lesson once a month; (4) maintain an interactive journal with the support teacher; (5) attend weekly sharing meetings with support teacher; and (6) maintain communication with campus principal.

Recruitment/Selection of Support Teachers: Support teachers were identified and selected based on the following criteria: Career Ladder Level II status, recognition by principal, highly developed interpersonal skills and ability to work with other teachers, availability throughout the year, competency in demonstrating his/her expertise to other teachers, and commitment to engage in innovation implementation and educational research. Support teachers were selected by their respective principals on the basis of the above criteria and upon their commitment to various responsibilities required by the project. Responsibilities of support teachers included the following: (1) attend regularly scheduled project meetings; (2) conduct 30-minute observations of beginning teacher once a month; (3) demonstrate a 30-minute lesson

to beginning teacher once a month; (4) maintain coaching logs of all observations; (5) respond to beginning teacher weekly interactive journal; (6) conduct weekly sharing meeting with the beginning teacher; and (7) maintain communication with campus principal.

Matching Support Teachers and First-Year Teachers: Support teachers and first-year teachers were matched based on the following criteria: administrator recommendation, grade level, content area,and proximity of classroom.

Program Activities/Products: The activities and products of the program included the following: (1) orientation meetings/visits; (2) observations and analysis of teaching; (3) consultations by experienced teachers; (4) release time & workload reduction; (5) conferences with teachers (pre-classroom, actual classroom and post-classroom observations); (6) interactive journals; (7) coaching logs; (8) support teacher manual; (9) periodic surveys and questionnaires; and (10) evaluation report.

Training Activities: The training program addressed the following topics: (1) peer coaching; (2) effective school correlates; (3) principles of adult learning; (4) communication skills; and (5) facilitation and planning techniques. The training for peer coaching was divided into two parts: learning the peer coaching process and participating in four peer coaching cycles.

The first part of peer coaching included a presentation on the clinical supervision aspects of the conferencing cycle: (1) the pre-observation conference; (2) the classroom observation; (3) the data analysis; and (4) the post-conference. Teachers role-played a pre-conference experience and practiced active listening strategies in triads. They were also taught both qualitative and quantitative observation techniques such as scripting, anecdotal recording, visual charting, and frequency record.

During the second part of peer coaching, both minority/critical shortage area teachers and support teachers experienced four conferencing cycle activities. Both teachers observed each other once a month. Through continuous examination and reflection of their teaching experiences, the partners were able to support each other's attempts to implement new instructional strategies or refine the old ones.

All project training activities included the following: (1) time for talking about issues important to the teachers; (2) continuous coaching skills development and sharing of results; and (3) utilization of team building activities to develop trust between partners as the year progressed.

Cooperative learning structures and group decision making/problem solving techniques were utilized to conduct the training sessions. They provide a means to accelerate the acquisition of knowledge to promote team unity and cohesiveness, to enhance teachers' cognitive development, and to create trusting relationships between minority/critical shortage area teachers and support teachers.

Support/Assistance Activities: The support-assistance activities consisted of the following: collegial coaching, mentoring, networking and pre-post conferencing skills.

Collaboration with Other Agencies/Institutions: Ysleta ISD established a collaborated network with: (1) the University of Texas at El Paso for consultation with individual faculty members, placement and identification of student teachers, alternative credential teachers, and recruitment of minority/critical shortage area teachers and sharing of project activities; (2) the University of California at Santa Barbara and John Hopkins University for integrating on-going research and implementation of cooperative learning in bilingual settings, peer coaching and development of cooperative schools; and (3) other local education agencies that asked to send their support teachers and new teachers to Ysleta's beginning-of-the-year inservices.

Evaluation: The evaluation plan consisted of two components: (1) the local site-specific evaluation (conducted by ESC-Region 10); and (2) the overall project evaluation (conducted by the overall management/evaluation project). The project evaluation included qualitative and quantitative research-based data which measured the effectiveness and impact of all activities and resulting products. The evaluation design included research strategies, evaluation outcomes, instrumentation, Texas Teacher Appraisal System (TTAS) evaluations, and appropriate data analysis. The evaluation indicators for training and professional activities included the number of participants, the design and quality of the training activities the impact of the activities in the classroom setting, the impact of activities on teacher performance, and the impact of activities on teacher retention rates. Instrumentation included workshop evaluations, attendance records, retention records, perceptions questionnaires, interactive journals, coaching logs, etc.

Contact: Ms. Alicia Parra, Staff Development Director, Ysleta Independent School District, 9600 Sims, El Paso, Texas 79925, 915/595-5715

Enhancing the Quality and Retention of Minority Teachers And Teachers In Critical Shortage Areas
PROJECT PROFILE

Project Site: Intercultural Development Research Association (IDRA)

Project Title: Overall Management and Evaluation Project

Project Location: IDRA is located in San Antonio, Texas.

Type of Organization: IDRA is a non-profit organization.

Program Setting: Not Applicable

Program History: The Overall Management and Evaluation Project involving the retention of minority teachers and teachers in critical shortage areas was implemented in October 1989. The first year of implementation spanned the period of October 1, 1989 to September 30, 1990. The second year of implementation spanned the period of August 1, 1990 to August 31, 1991. The project was under the general direction of the Program Director, Division of Teacher Education, Texas Education Agency. Each of the eight local projects were under the direct management and supervision of the Overall Project Manager/Evaluator (IDRA).

Project Funding: The project was funded through an ESEA Chapter 2 grant awarded by the Texas Education Agency, Division of Teacher Education. The 1989-90 award was $40,000 and the 1990-91 award was $30,000. Additional in-kind or matching funds were contributed by IDRA.

Program Goals/Objectives: The major goals/objectives of the Overall Project Manager/Evaluator included the following: (1) to document the nature of the programs that were implemented as it relates to the participants selected, the activities conducted, and the activities produced; (2) to document program refinements to reflect what was actually implemented; (3) to assess the impact of the program on participating support teachers and first-year minority and/or critical shortage area teachers; and (4) to develop a report summarizing major findings, including recommendations for future replication efforts.

Project Leadership: Mr. Aurelio M. Montemayor, Senior Training Associate, served as the Overall Manager of the project. Mr. Roy L. Johnson served as the Overall Project Evaluator. Dr. Albert Cortez is the Director of Research and Evaluation. Dr. Abelardo Villarreal is the Director of the Training Division. Dr. José A. Cárdenas is Executive Director of the Intercultural Development Research Association.

Program Participants: Not Applicable

Recruitment/Selection of First-Year Teachers: Not Applicable

Recruitment/Selection of Support Teachers: Not Applicable

Matching Support Teachers and First-Year Teachers: Not Applicable

Program Activities/Products: The Overall Project Manager/Evaluator was responsible for the following major activities: (1) coordinate with the Texas Education Agency (TEA) the design and implementation of two seminars annually for project directors; (2) coordinate quarterly meetings with the eight local projects and TEA; (3) specify components of the support network with local projects; (4) propose implementation schedule; (5) design and develop dissemination activities, i.e., newsletters, compendium of best practices, conferences; (6) specify components of the evaluation design including an overall project evaluation and a project-site specific evaluation; (7) coordinate with TEA Division of Teacher Education and Division of Evaluation; (8) design and develop evaluation activities to measure the effectiveness and the impact of all activities and products; (10) collect and analyze data; and (11) present conclusions and recommendations in a written report.

The Overall Manager/Evaluator was responsible for submitting progress and final report relative to the projects' activities to the Division of Teacher Education.

Training Activities: Not Applicable

Support/Assistance Activities: Not Applicable

Collaboration with Other Agencies/Institutions: The Overall Manager/Evaluator collaborated with each of the eight local projects, TEA's Division of Teacher Education, TEA's Division of Evaluation and other individuals and institutions involved in providing support assistance activities to new teachers.

Evaluation: The evaluation plan consisted of two components: (1) the local site-specific evaluation (conducted by the eight local projects) and (2) the overall project evaluation (conducted by the overall management/evaluation project). The project evaluation included qualitative and quantitative research-based data which measured the effectiveness and impact of all activities and resulting products. The evaluation design included research strategies, evaluation outcomes, instrumentation, Texas Teacher Appraisal System (TTAS) evaluations, and appropriate data analysis. The evaluation indicators for training and professional activities included the number of participants, the design and quality of the training activities, the impact of the activities in the classroom setting, the impact of activities on teacher performance, and the impact of activities on teacher retention rates. Instrumentation included workshop evaluations, attendance records, retention records, perceptions questionnaires, etc.

Contact: Mr. Aurelio M. Montemayor, Senior Training Associate, or Mr. Roy L. Johnson, Senior Research Associate, Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, Texas 78228, 512/684-8180.

APPENDIX C

DATA TABLES ON SUPPORT NEEDS OF NEW TEACHERS

TABLE C-1
PROBLEMS OF NEW TEACHERS AT/NEAR BEGINNING AND ENDING OF SCHOOL YEAR [a]
MEAN RATING AND RANK ORDER OF PROBLEMS FACED

NEW TEACHER PERCEPTIONS BY RACE-ETHNICITY GROUP[b]

	Hispanic (n=75)				Black (n=28)				White (n=69)				Total (n=175)			
	Beginning		Ending		Beginning		Ending		Beginning		Ending		Beginning		Ending	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1. Amount of Paperwork	3.44	1	2.63	1	3.29	1	2.36	2	3.57	1	2.96	1	3.46	1	2.70	1
2. Managing Teacher Time	2.89	2	1.84	6	3.11	2	2.04	5	2.97	3	2.19	8	2.95	2.5	2.00	7
3. Personal Time	2.77	3	2.22	2	2.82	3	2.54	1	3.17	2	2.84	2	2.95	2.5	2.51	2
4. Classroom Management	2.61	5	1.57	12	2.36	5.5	1.67	10	2.96	4	2.50	5	2.69	4	1.95	8
5. Adequacy of Materials/Equipment	2.66	4	2.11	3	2.46	4	2.14	4	2.68	6	2.63	3	2.66	5	2.32	3
6. Observation of Teaching Demonstrations	2.44	6	1.80	8	2.18	7.5	1.65	11.5	2.74	5	2.12	9	2.52	6	1.92	9
7. Non-involved Students	2.43	7	1.95	4.5	2.18	7.5	1.70	6	2.64	7	2.47	7	2.47	7	2.11	5
8. Parent Cooperation	2.41	8.5	1.95	4.5	2.36	5.5	2.32	3	2.52	8	2.60	4	2.45	8	2.28	4
9. Effective Teaching Practices	2.41	8.5	1.52	13	2.00	12	1.53	14	2.21	14	1.61	16	2.32	9	1.56	16
10. Grading Students	2.32	10	1.49	15	2.04	10.5	1.50	15	2.33	13	1.82	12.5	2.29	10	1.63	13
11. Motivating Students	2.25	11	1.77	9	1.8	14	1.70	6	2.49	9	2.49	6	2.27	11	2.04	6
12. Emotional Support	2.21	12	1.66	10	2.06	9	1.65	11.5	2.35	11.5	1.59	17	2.26	12	1.65	12
13. Systems Information	2.20	13	1.60	11	1.88	13	1.59	13	2.38	10	1.94	11	2.24	13	1.72	11
14. Constructive Feedback On Teaching	2.10	14	1.48	16	1.65	16	1.29	17.5	2.35	11.5	1.82	12.5	2.15	14	1.59	15
15. Teacher Burn-out	2.09	15	1.81	7	1.48	17	1.70	6	2.13	15	2.06	10	2.02	15	1.89	10
16. Administrator Support	1.86	16	1.50	14	2.04	10.5	1.68	9	1.77	17	1.68	15	1.86	16	1.61	14
17. Teaching Freedom	1.65	17	1.32	17	1.39	18	1.46	16	1.93	16	1.69	14	1.73	17	1.49	17
18. Peer Acceptance	1.64	18	1.27	18	1.79	15	1.29	17.5	1.52	18	1.26	18	1.62	18	1.26	18

[a]Rating Scale for extent of problem: 1= Not A Problem; 3= A Problem; 5= A Major Problem
[b]Due to their small number the perceptions of Asian Americans and Native Indians were omitted.

TABLE C-2
PROBLEMS OF NEW TEACHERS AT/NEAR BEGINNING AND ENDING OF SCHOOL YEAR
PERCENT RESPONDING "A PROBLEM OR MAJOR PROBLEM"[a]

NEW TEACHER PERCEPTIONS BY ETHNIC GROUP[b]

	Hispanic (n=75)		Black (n=28)		White (n=69)		Total (n=175)	
	Beginning %	Ending %	Beginning %	Ending %	Beginning %	Ending %	Beginning %	Ending %
1. Amount of Paperwork	76.1	45.3	75.0	49.9	79.7	68.0	77.1	54.9
2. Managing Teacher Time	65.3	18.6	64.3	32.2	65.1	37.6	65.1	28.0
3. Personal Time	50.7	36.0	67.9	46.5	71.0	56.4	62.3	45.8
4. Classroom Management	54.7	13.4	46.5	17.9	60.8	42.0	54.8	25.8
5. Adequacy of Materials/Equipment	52.0	30.7	50.0	32.1	59.4	55.0	55.4	40.6
6. Observation of Teaching Demonstrations	35.9	16.0	21.4	7.1	24.6	13.0	29.7	14.3
7. Non-involved Students	42.7	25.3	42.8	21.4	52.2	39.1	46.8	29.7
8. Parent Cooperation	40.0	26.6	49.9	46.4	47.8	53.6	45.2	41.2
9. Effective Teaching Practices	32.0	8.0	17.9	7.2	17.3	5.8	24.6	7.4
10. Grading Students	38.7	9.3	35.7	17.9	44.8	27.4	40.6	18.3
11. Motivating Students	37.4	18.7	32.1	21.5	49.3	47.8	40.6	30.9
12. Emotional Support	30.7	12.0	21.4	10.7	20.3	5.7	25.7	9.7
13. Systems Information	29.3	14.7	14.3	10.7	20.2	11.5	24.0	13.1
14. Constructive Feedback On Teaching	26.7	10.6	10.7	3.6	18.8	8.7	21.7	9.7
15. Teacher Burn-out	34.7	24.0	17.9	21.4	39.1	28.9	34.3	25.1
16. Administrator Support	24.0	13.3	35.7	17.9	26.0	20.2	26.9	17.1
17. Teaching Freedom	17.3	9.4	10.7	10.8	28.9	18.8	21.2	13.1
18. Peer Acceptance	17.3	5.3	25.0	3.6	15.9	5.7	18.3	5.1

[a]Rating Scale for extent of problem: 1= Not A Problem; 3= A Problem; 5= A Major Problem
[b]Due to their small number the perceptions of Asian Americans and Native Indians were omitted.

TABLE C-3
PROBLEMS OF NEW TEACHERS AT/NEAR BEGINNING AND ENDING OF SCHOOL YEAR[a]
MEAN RATING AND RANK ORDER OF PROBLEMS FACED

SUPPORT TEACHER PERCEPTIONS[b]

		Begin of School Year		End of School Year	
		MEAN	RANK	MEAN	RANK
1.5	Amount of Paperwork	2.93	1.5	2.30	1
1.5	Observation of Teaching Demonstrations	2.93	1.5	2.26	2
3.	Classroom Management	2.79	3	1.99	4
4.	Managing Teacher Time	2.60	4	1.85	7.5
5.	Personal Time	2.55	5	2.18	3
6.	Systems Information	2.54	6	1.61	13
7.	Constructive Feedback On Teaching	2.51	7	1.76	12
8.	Non-involved Students	2.48	8	1.97	5
9.	Effective Teaching Practices	2.40	9	1.57	14.5
10.	Adequacy of Materials/Equipment	2.38	10	1.83	10
11.	Motivating Students	2.35	11	1.84	9
12.	Parent Cooperation	2.22	12	1.81	11
13.	Emotional Support	2.21	13	1.56	16
14.5	Grading Students	2.14	14.5	1.49	17
14.5	Administrator Support	2.14	14.5	1.92	6
16.	Teacher Burn-out	1.92	16	1.85	7.5
17.	Teaching Freedom	1.86	17	1.57	14.5
18.	Peer Acceptance	1.57	18	1.30	18

[a]Rating Scale for extent of problem: 1= Not A Problem; 3= A Problem; 5= A Major Problem
[b]Due to their small number the perceptions of Asian Americans and Native Indians were omitted.

TABLE C-4
PROBLEMS OF NEW TEACHERS AT/NEAR BEGINNING AND ENDING OF SCHOOL YEAR[a]
PERCENT RESPONDING "A PROBLEM OR MAJOR PROBLEM"

SUPPORT TEACHER PERCEPTIONS BY[b]

		Begin of School Year	End of School Year
		Percent Problem/Major Problem	Percent Problem/Major Problem
1.5	Amount of Paperwork	58.2	41.3
1.5	Observation of Teaching Demonstrations	39.6	22.7
3.	Classroom Management	56.1	27.4
4.	Managing Teacher Time	53.0	26.4
5.	Personal Time	49.8	38.7
6.	Systems Information	32.9	10.0
7.	Constructive Feedback On Teaching	28.6	13.8
8.	Non-involved Students	46.1	30.2
9.	Effective Teaching Practices	29.0	10.0
10.	Adequacy of Materials/Equipment	45.5	28.1
11.	Motivating Students	47.1	26.4
12.	Parent Cooperation	37.0	24.3
13.	Emotional Support	24.9	9.1
14.5	Grading Students	35.5	11.6
14.5	Administrator Support	32.9	29.6
16.	Teacher Burn-out	27.5	25.9
17.	Teaching Freedom	27.5	16.5
18.	Peer Acceptance	17.5	7.4

[a]Rating Scale for extent of problem: 1= Not A Problem; 3= A Problem; 5= A Major Problem
[b]Due to their small number the perceptions of Asian Americans and Native Indians were omitted.

APPENDIX D

CONFERENCES AND PUBLICATIONS

CONFERENCES AND PUBLICATIONS

During the two-year lifespan of the eight projects, three major conferences were held which included significant representation from all sites. One of the major purposes of these conferences was to present and share information regarding project activities, designs and experiences.

The audiences consisted of teams assembled by each project that included the project directors, project participants, university and public school educators, community representatives, state board members, higher education coordinating board members, and others.

The conferences were:

- Staffing the Texas Schools with an Ethnically - Diverse Teaching Force, March 30-31, 1990, San Antonio, Texas
- Networking: The Support System to Promote and Retain an Ethnically - Diverse Teaching Force, September 20-21, 1990, Austin, Texas
- Implementing Support/Assistance Programs for Beginning Teachers, April 18-19, 1991, Austin, Texas

All three conferences had a participatory structure with unique goals and focus. The conferences produced two publications:

- Teacher Education and Practice, The Journal of the Texas Association of Colleges for Teacher Education: Special Theme Issue on Achieving Ethnic Diversity
- A Monograph on Achieving An Ethnically-Diverse Teaching Force.

The first conference had the broad agenda of addressing the recruitment and retention of minority teachers. There were four major discussion groups: Recruiting, Preparing, Inducting, and Retaining Teachers. The second and third conferences showcased the eight projects with exhibits and panel presentations and were structured:

- to generalize from the eight specific projects to other schools in Texas
- to analyze models for replicability
- to begin to sketch out adaptations needed for different sites
- to arrive at factors that contribute to readiness, acceptance of the need for programs to retain new teachers, and factors that contribute to program success
- to include points of view from project directors, participating experienced

and new teachers, principals, Texas Education Agency staff, college professors, and other administrators

- to guide the discussions through processes that encouraged expansive and visionary thinking, analysis, and evaluation.

The second conference utilized a force-field analysis. After attending one of three panels describing a cluster of the projects, participants joined one of four simultaneous working groups. The working groups had identical instructions addressing the following:

> Think about the models presented. What would be the ideal set of characteristics for a campus to have a strong support system to promote and retain an ethnically diverse teaching force? What will the ideal context, process, results, and products be like? If it worked better than planned, what would you brag to the world about? What are the forces assisting or driving toward change, and what are the forces restraining change?

The final conference was to sketch out plans of action based on increasing the assisting forces and diminishing the restraining forces. The structure of the third conference provided an opportunity for all participants to gather information about all eight projects and to discuss the detailed comparisons and contrasts of each of the projects. Lastly, best practices and most recent research on retaining the beginning teacher were built into the projects and were tested for retaining minority and critical shortage area teachers.

APPENDIX E
RESOURCES

RESOURCES

Achieving Ethnic Diversity. Teacher Education and Practice, The Journal of the Texas Association of Colleges for Teacher Education. Southwest Texas State University, San Marcos, TX 78666.

Another Set of Eyes: Conferencing Skills. Association of Supervision and Curriculum Development. (Video, 3 tapes, 40 min. each)

Assisting the Beginning Teacher. Association of Teacher Educators. 1900 Association Drive, Suite ATE, Reston, VA 22091.

Attracting, Retaining, and Developing Quality Teachers in Small Schools. (RL-9040-588-WR). The Regional Laboratory for Educational Improvement of the Northeast and Islands. 290 Main Street, Andover, MA 01810.

Coaching and Collegial Collaboration. A Teacher Support Manual, Prepared by Margarita Calderon, Ph.D., Project Researcher/Trainer. Alicia Parra, Project Director, Maria Gutierrez, Project Coordinator.

Designing programs for new teachers: The California Experience. Ann Morey and Diane Murphy, eds. Publications. Far West Laboratory. 1855 Folsom Street, San Francisco, CA 94103.

A First-Year Teachers' Guidebook for Success, Bonnie Williamson. Dynamic Teaching Company. P.O. Box 276711, Sacramento, CA 95827.

The Houston Model: Teacher Induction (Video, 18 min.). The Office of Instruction, Bureau of District-University Relations, Houston ISD.

Mentor Handbook. Northwest Regional Education Laboratory. Marketing Office. 101 S.W. Main Street, Portland, OR 97204.

The Mentor Teacher Casebook, by Judith H. Shulman and Joel A. Colbert. Publications. Far West Laboratory. 1855 Folsom Street, San Francisco, CA 94103.

The Mentor Teacher Role: Owner's Manual, by Karen Olsen. California Institute for School Improvement. 1107 9th Street, Suite 150, Sacramento, CA 95814.

Mentor Training Manual for Texas Teachers. Edited and Compiled by Nora Hutto, Jean Holden, and Lynda Haynes. Division of Teacher Education. Texas Education Agency. 1701 N. Congress Avenue, Austin, TX 78701.

Monograph on Achieving an Ethnically-Diverse Teaching Force. Evangelina G. Galván and Leslie Huling-Austin Co-Editors. Texas Education Agency. 1701 N. Congress Avenue, Austin, TX 78701.

New Teachers Handbook. Impact II. 285 West Broadway, New York, NY 10013.

The New Teacher, The Mentor, and The Lesson Cycle. Dr. Gabriel M. Barrow. Professional Development specialist. The Office of Instruction, Bureau of District-University Relations, Houston ISD.

Orientation Workshop for Support Teacher: A Presenters Manual. A Teacher Conservation Program. Prepared by Suzanne Selinger, Professional Development Specialist. The Office of Instruction, Bureau of District-University Relations, Houston ISD.

Orientation Workshop for Support Teacher. A Teacher Conservation Program. Prepared by Suzanne Selinger, Professional Development Specialist. The Office of Instruction, Bureau of District-University Relations, Houston ISD.

Paving the Road to Excellence: Inducting New Teachers into the Profession. Institute for Advanced Studies in Education. California State University, Chico, CA 95929-0024.

Peer Coaching. Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas Program. Elva Laurel Ph.D., Director. Edinburg Consolidated Independent School District. P.O. Box 990, Edinburg, TX 78540-0990.

Preparing Mentors for Work with Beginning Teachers: A Leader's Guide to Mentor Training. Publications. Far West Laboratory. 1855 Folsom Street, San Francisco, CA 94193.

Profession At Risk (Video, 18 min.). The Office of Instruction, Bureau of District-University Relations, Houston ISD.

Successful Schooling for Economically Disadvantaged At-Risk Youth. Texas Education Agency. 1701 N. Congress Avenue, Austin, TX 78701.

Teacher Expectations and Student Achievement. Dolores A. Grayson, Mary Dahlberg Martin. Gray Mill. Route 1, Box 45, Earlham, IA 50072.

Tomorrow's Teachers (Video, 22 min.). The Office of Instruction, Bureau of District-University Relations, Houston ISD.

Winning Year One: A Survival Manual for First Year Teachers, by Carol L. Fuery. Sanibel Sanddollar Publications, Inc. Captiva Island, FL 33924.

Texas Education Agency
Austin, Texas 78701

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